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ABSTRACT

This practicum report is a structured account of efforts to improve student test scores and maximize the use of available test data in two rural Florida schools. This practicum was designed to evaluate the meaningfulness and use of Florida's State Student Assessment Test (SSAT) to teachers of second and third grade students. The SSAT is required at grades 3, 5, 8, and 11. The project focused on third grade tests in one large, rural elementary school. Students at this school were achieving 1% to 11% lower on the skills tested on the 1985 SSAT than other third grade students in the district. Comparison of 1984 and 1985 SSAT scores showed decreases in test scores, with the largest occurring in mathematics. Steps taken to improve this situation included inservice teacher training in test interpretation, test administration, and utilization of data. Curriculum guides were revised and new materials adopted. There was a decrease in the number of deficient areas on the SSAT, and scores increased over the previous year. Test data, conference evaluation forms, analysis materials, and instructional materials are included in the report. Over half of this document contains test items to be used for student review and practice. (MDE)

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PRACTICUM REPORT

Center for the
Advancement of Education
Ed.D. Program

FLORIDA'S SSAT, PART 1: DEALING WITH ITS PROBLEMS WHILE DEVELOPING INSTRUCTIONAL AND REMEDIATION STRATEGIES

BY

DIANE B. NICHOLS

CLUSTER XVII

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NOVA UNIVERSITY

FLORIDA'S SSAT, PART I: DEALING WITH ITS PROBLEMS WHILE DEVELOPING INSTRUCTIONAL AND REMEDIATION STRATEGIES

by

Diane B. Nichols

Cluster XVII

A Practicum Report Presented to the Ed.D. Program
in Early Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1987

PRACTICUM APPROVAL SHEET

This practicum took place as described.

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This practicum report was submitted by (Name of Student) under the direction of the reviewer listed below. It was submitted to the Ed.D. Program in Early Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education in Early Childhood at Nova University.

Approved:

2/19/87
Date of Final Approval of Report

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Polly H. Peterson, Ph.D.

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ABSTRACT

Florida's SSAT, Part I: Dealing With Its Problems While Developing Instructional and Remediation Strategies. Nichols, Diane B., 1987: Practicum Report, Nova University Ed.D. Program in Early Childhood. Descriptors: Utilizing Test Data / Improving Test Scores / Primary Grade Teaching Strategies / Improving Attitudes / Remediating Test Scores / Teacher Inservice / Florida's SSAT / Testing in Rural Elementary Schools.

This practicum addressed the purpose and use of Florida's State Student Assessment Test which is a result of Florida's effort to achieve excellence in education for all its students. Teachers of primary students are finding it increasingly difficult to meet students' needs as well as the legislative demands of the public school system.

The writer analyzed Florida's State Student Assessment Test results for a rural elementary school focusing on the scores of third grade students. Instructional and remediation strategies were developed for second and third grade teachers to use with their students. The general goals of the writer were to improve test scores and maximize the use of available test data while maintaining a positive self-esteem for teachers and students.

At the conclusion of this practicum teachers were fully utilizing available test data. There was a decrease in deficient areas on the SSAT for the students involved in the practicum. Curriculum guides were revised and new materials were adopted. Extensive instructional and remediation materials were developed and shared with primary teachers throughout the region. The writer concluded that while test scores throughout the state have increased, the drop-out rate has also increased. Florida faces a critical teacher shortage and small districts are finding it increasingly difficult to fund mandated programs. It would appear that the leaders of education in Florida must regain control of education if Florida is to truly attain a standard of excellence in education.

Chapter I

Introduction
Description of Community

The county in which this writer works is a rural, historical, conservative community located in the heart of southwest Florida. The county is composed of one municipality which serves as the county seat and commerce center, and two small agricultural communities.

Small in size, the population of the county has moderately increased from 13,060 (1970 census) to 20,200 (1980 census) which indicates a 55% increase during this ten year period. Fourteen thousand of these residents currently live in the unincorporated areas while the remaining 6,200 live in the municipality. The average household size in the county is 2.6 persons per unit.

The county is served by a total of eight schools which include three public and one non-public elementary school, two public and one non-public secondary school, and an Alternative Education Center. A total of 3,803 students attends these eight institutions.

The county's median family income, $15,300, ranks as third highest in increase among Florida counties

over the past five years. The income of the county ranges from extremely wealthy to below poverty level.

Government agencies, including city, county, state and federal, employ nearly 40% of the working labor force in the county. The state is the largest single employer offering 1,000 positions at a mental hospital and over 400 positions at a state minimum security prison.

The economy of the county depends heavily upon agriculture, its chief industry. This is one of Florida's most productive agricultural areas with agricultural production activities accounting for 22.2% of all countywide employment opportunities. Citrus groves cover nearly 40,000 acres and provide a significant economic boost to the area. The 1981 production levels yielded nearly 10,000,000 boxes and proceeds exceeded $ 50 million. Cattle also play an important role in the county with over 300,000 acres devoted to these operations. Annual cattle proceeds exceed $ 15 million. Diversified truck farming operations are rapidly increasing in the county with watermelons, the chief crop, accounting for over 2,000 acres farmed annually.

Community education agencies and resources in the county are varied. The Adult Education Program offers Basic Education classes, General Education Development classes (G.E.D.), and Community Instruction Services classes (C.I.S.). These courses are offered at a number of centers throughout the county. South Florida Junior College offers courses on an extension basis while the University of South Florida offers courses on the graduate level as needed and requested by the county's public school system. Proximity to three other junior colleges and three vocational centers complete the learning environment.

The county library is the main source of library service to the residents of this area. Special programs for children and adults are offered throughout the year.

Cultural opportunities are available on a local basis through the community theater which offers live comedy and drama presentations on a seasonal basis. The county's art guild conducts local exhibits and provides open membership to interested artists.

The Parks and Recreation Department is responsible for the management and operation of city parks and recreational facilities and programs. Printed fliers

are sent out to the schools on a regular basis explaining all the forthcoming activities.

Writer's Role and Responsibilities

The two schools involved in this project are very different in physical structure and philosophy. The schools shall be referred to throughout this paper by the fictitious names of Madison Elementary School and Scranton Elementary School.

Madison Elementary School is a modern facility constructed in 1983 for kindergarten, first, and second grades. The ethnic composition of the student body is 61% white, 30% black, 8% hispanic and 1% Asian. Seventy percent of the 721 students are transported to and from school by bus and 58% receive free or reduced lunches. There are 42 faculty members including teachers of music, physical education, Title I, ESEA, guidance and gifted.

Scranton Elementary School, a large school complex located over a four block span, was constructed in 1906. Comprised of 614 students in grades three, four, and five, the ethnic composition of the student body is 68% white, 20% black, 4% hispanic, and 1% Asian. Forty-three percent of the students are bussed and 66% are on free or reduced lunch. Thirty-seven

faculty members offer instruction in regular classroom instruction as well as gifted, guidance, ESEA, Title I, physical education, and music.

Both Madison and Scranton have conducted self studies during the past five years and both schools have been accredited by the Southern Association of Colleges and Schools (SACS).

Plans are currently underway by the district's school board to remodel Scranton's plant facilities and to transform Madison and Scranton to K-5 schools. It is hoped this transformation will be completed by Fall, 1988.

The writer of this paper has been employed by the local school board for the past seven years. Five of these years were spent as a classroom teacher for third grade and one year for fourth grade at Scranton Elementary School. During this time the writer served as a Grade Level Chairman, as a member of the Parent Advisory Committee, and chaired the Committee for School Staff and Administration during the school's self-study for the Southern Association of Colleges and Schools. This writer also served on the county's Committee for Excellence Standards in Math and represented the district at a seminar sponsored by Florida Power and Light on "Instructional Methods for Conserv-

ing Energy" as well as the annual conference of Florida educators. The writer also served on numerous other school based committees.

The writer's seventh year of employment began as a classroom teacher for third grade. After the first semester the writer moved into the district office as Director of Research and Evaluation and served in that capacity throughout the first seven months of the implementation of this practicum.

As Director of Research and Evaluation, This writer had many responsibilities. Typical duties included coordinating and evaluating the testing programs of the district; analyzing, interpreting, and preparing reports of results of the various testing programs; and providing technical assistance for developing or selecting tests to be used in program evaluation. It was also this writer's responsibility to maintain all testing records, current and historical, and to coordinate the maintenance of a comprehensive student data base from which research and evaluation activities could draw needed information. Responsibilities also included assisting with the District Comprehensive Plan in providing input for objectives related to the testing program.

Chapter II

Study of the Problem

Problem Description

The Florida Legislature expanded the role of the Department of Education through the Educational Accountability Act of 1976. Responsibilities of the Department were enlarged to include the development and measurement of Minimum Student Performance Standards and Skills for certain minimum competencies in the basic skills areas of reading, writing, and mathematics in grades three, five, eight, and eleven. The intent of the Legislature was to:

a. Provide a system of accountability for Education in Florida which guaranteed that each student was afforded similar opportunities for educational advancement without regard to geographic differences and varying local economic factors.

b. Provide information for education decision makers at the state, district, and school levels so that resources would be appropriately allocated and the needs of the system of public education met in a timely manner.

c. Provide information about costs of educational programs and the differential effectiveness of differing instructional programs so that the educational process would be continually improved.

d. Guarantee to each student in the Florida system of public education that the system provided instructional programs which met minimum performance standards compatible with the state's plan for education.

e. Provide a more thorough analysis of program costs and the degree to which the various districts were meeting the minimum performance standards established by the State Board of Education.

f. Provide information to the public about the performance of the Florida system of public education in meeting established goals and providing effective, meaningful, and relevant educational experiences designed to give students at least the minimum skills necessary to function and survive in today's society. (Florida Statute: 229.55)

A major responsibility of the Department of Education's Assessment Division is to report meaningful data concerning student achievement to educators, legislators, parents, citizens, and students. This information is provided in the form of individual student reports, classroom and school reports provided for teachers and principals, and numerous reports for the districts. In addition, documents are prepared to provide district, region and state achievement results, standard-by-standard and skill-by-skill.

The Assessment, Testing, and Evaluation Section, Bureau of Support Services of the Division of Public Schools developed tests designed to measure the achievement of the Minimum Student Performance Standards and application of the basic skills to everyday problems. The State Student Assessment Test, Part I (SSAT-I), measures minimum standards and skills at the beginning of grades three, five, eight, and eleven. The eleventh grade SSAT-1 is now administered in the spring of tenth grade to allow time for students to master the standards prior to graduation. The State Student Assessment Test, Part II (SSAT-II), covering the eleventh grade minimum student performance standards, measures the application of the SSAT-I skills to

practical problems. The SSAT-II is also administered in the spring of tenth grade to allow five opportunities to pass the test before graduation. These tests have been developed and revised with little input from the school districts or from classroom teachers.

Florida students are expected to show mastery of all Minimum Student Performance Standards. However, it would be unreasonable to expect students to answer correctly every test question. For this reason, it was necessary to determine rules for judging attainment of the standards and skills.

By action of the State Board of Education in August 1978, the criterion for mastery of each standard of the State Student Assessment Test, Part I, was established as follows:

WHEN THE NUMBER OF QUESTIONS TO MEASURE A STANDARD IS AS FOLLOWS:	THE MINIMUM NUMBER OF QUESTIONS REQUIRED TO BE ANSWERED CORRECTLY SHALL BE AS FOLLOWS:
2	1
3	2
4	3
5	4
6	5
7	5
8	6
9	7
10	7
11	8
12	9
13	10
14	10
15	11
16	12

NUMBER OF QUESTIONS CONT.	CORRECT ANSWERS REQUIRED CONT.
17	12
18	13
19	14
20	14
21	15
22	16
23	17
24	17
25	18

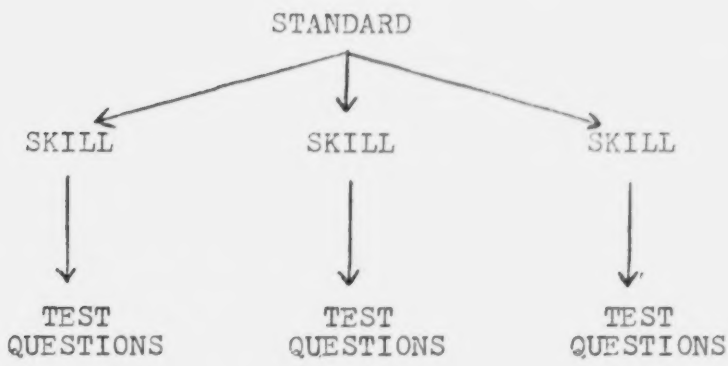
To pass the State Student Assessment Test, Part II, a student must successfully complete both the Communication Skills Standard and the Mathematics Standard. The Passing criterion previously established by the State Board of Education was changed in 1982 so that a student's raw score is now converted to an equated scale score.

When an equated scale score is used, the score of the new test is adjusted to compensate for any changes in the difficulty level of the new test compared to the old test. Students who take different test forms from year to year are required to perform at the same level of achievement to pass the test. For example, if a particular form of a test is easier than another form, then the student must answer more items correctly; if it is harder, then fewer items need to be answered correctly to reach the passing score. However, the difficulty level of the tests, as to actual

achievement required, is the same at the passing point.

Each Minimum Student Performance Standard is defined by one or more related skills. Each skill, in turn, is measured by several test questions, usually four or five. The test questions are constructed to reveal whether or not students have mastered the minimum standards and skills. Figure 1 shows the relationship of skills to a standard and questions to a skill.

Figure 1



A major problem in establishing a passing criterion is determining the minimal number of correct answers necessary to classify a student as being a master or nonmaster of a skill. Factors to be considered include:

1. The probability that a student could guess enough answers to achieve the skill;
2. The probability that a student has the skill but makes an occasional careless error;
3. The philosophy that a student who has mastered a skill should be able to do it repeatedly;
4. The possibility that a student may have the skill but be so unfamiliar with a particular form of question that it is answered incorrectly; and
5. Practical consideration of length of test and time required to complete it.

All achievement tests are subject to certain measurement errors; hence, a probability exists that a student may be misclassified. It is possible with a great deal of assurance, to identify nonmastery for

poorer performing students who attain few or none of the questions measuring a skill. The greatest problem in classifying students on a particular skill occurs with the borderline master, i.e., the student who scores close to the criterion that determines master or nonmaster status.

To eliminate the problem of misclassifying an actual nonmaster as a master, some educators believe that a master of an objective is one who can demonstrate the skill repeatedly. These educators would demand criteria of achievement of 100 percent; that is, a master should be able to exhibit the skill correctly every time. Others point out that such perfection is rarely realized.

In trying to combine these two aspects of determining mastery and nonmastery, the following criteria are used to determine and report mastery of a skill for the State Student Assessment Test, Part I:

WHEN THE NUMBER OF QUESTIONS TO MEASURE A SKILL IS AS FOLLOWS:	THE MINIMUM NUMBER OF QUESTIONS TO BE ANSWERED CORRECTLY IS:
2	1 of 2
3	2 of 3
4	3 of 4
5	4 of 5
6	5 of 6
7	5 of 7
8	6 of 8

NUMBER OF QUESTIONS CONT.	CORRECT ANSWERS REQUIRED CONT.
9	7 of 9
10	7 of 10
11	8 of 11
12	9 of 12
13	10 of 13
14	10 of 14
15	11 of 15
16	12 of 16

These procedures for governing mastery of skills are applied uniformly regardless of the number of choices presented to the student through the multiple choice items. Theoretically, questions with fewer choices result in a higher probability of guessing the correct answer. However, since a vast majority of the questions contain four choices, this factor has been disregarded.

The net effect of these procedures for scoring the tests for individual skills is to strike a reasonable balance between accuracy of classification, possibility of guessing, and practical test length. To achieve mastery status, the student is required to demonstrate proficiency repeatedly, but not 100 percent of the time. However, since not all possible questions in a skill area can be asked (e.g., not all multiplication problems), it is not possible to be perfectly certain that a "master" can indeed correctly

solve every problem he/she may face in school or real life even when repeated proficiency has been demonstrated on the test.

Effective with the March 1984 assessment, was the change from 70 percent to 80 percent minimum composite score as the requirement for determining deficient reading, writing, and mathematics programs within the schools. The tenth grade, March 1984, test administration of the State Student Assessment Test, Part I, was the first test administration to use the 80 percent criterion (DPS Memo 84-173, November 1983). This 80 percent criterion was used for the first time with third, fifth, and eigth grade tests in the October, 1984 administration.

Florida's State Student Assessment Test (SSAT) of basic skills measures the reading, writing and math achievement of all students in grades three, five, eight and ten. Mastery of these basic skills must be taken into account before students are promoted to the next grade.

The results of the statewide testing program have a variety of uses. At the local level, for example, test results are used to identify deficiencies of individual students and provide guidance in selecting

a remedial strategy. At the district, region, or state level, to give another example, the same test can be used to identify deficient programs and find ways to improve them. The first SSAT in 1977, required a composite score of 70 percent for reading, writing, and math for grades three, five, eight, and ten. One thousand fifty-four programs were identified as being deficient, 17.7 percent of the programs assessed. But by 1983, that figure had dropped to 16, less than one percent of the programs assessed. When the composite score was increased to 80 percent in 1984, only 223 programs, or 2.4 percent were found to be deficient.

Steady improvement in the percentage of students meeting minimum performance standards is the goal of each school in each district, as well as the state of Florida. Each of the grade levels tested in this district have demonstrated improvement over the scores of the previous year with the exception of the third grade at Scranton Elementary.

Caution must be used in comparing classroom or school scores. They may help identify a school with a particularly good instructional program or help select the classroom which most needs additional help for the

students. However, in order for comparisons to be used positively, there must be guidelines to determine which differences are large enough to warrant attention.

Unfortunately, the use of formal methods to determine what constitutues a "statistically significant" difference is usually not a satisfactory approach. The large number of students tested in a typical district often makes any difference "significant." At the school, district, and state levels, the Assessment, Testing, and Evaluation section of Florida's Department of Education recommends considering differences of at least five percent as being of practical significance.

Scranton Elementary's third grade students scored from one to eleven percent lower on the skills tested on the 1985 SSAT than the other third grade students in the district. These differences warranted a causative analysis of the problems resulting in lower scores. One of the main purposes of the SSAT is to assure students of educational experiences to provide them with the minimum skills necessary to function in today's society. These assurances were not being met for Scranton's third grade students.

Documentation of the Problem

The 1984 SSAT results indicated composite scores of 93%, 95%, and 92% on reading, writing, and math respectively for Scranton Elementary. The 1985 results indicated composite scores of 94% for reading, 93% for writing, and 87% for math. In addition, of the 26 skills tested, Scranton Elementary's third graders scored below the 80% mastery level required by the state of Florida on five of the skills, indicating a deficiency in those programs.

When comparing the SSAT scores of Scranton Elementary from 1984 with the scores of 1985, there existed a decrease of five percent or more in six of the skills tested and a one to four percent decrease in nine other skills. Differences considered to be significantly high by the state's testing department occurred in several areas. For example, in the area of reading on skill A-2, identify meanings of frequently used words in context, there was a five percent decrease in this year's scores. In the area of writing, skill G-9, spell words needed in writing through grade two, there was a four percent decrease.

The largest deviations from the 1984 scores occurred in the area of math. An 11% difference was

noted on skill D-25, identifying halves, thirds, and fourths of a given region. A 13% difference was indicated on skill F-44, subtract basic facts through 18, and a 15% difference on skill M-83, telling time on the hour and half hour. On skill Q-109, solve word problems involving subtraction, there was a decrease of 16%. (Appendix A).

Causative Analysis

In an interview with the second and third grade teachers of the two schools involved, their principals, and the primary educational specialists, the same concerns surfaced time and time again.

1. There was a lack of communication between the schools regarding strengths and weaknesses of the students as well as the curriculum.
2. Personnel of both schools felt threatened by the test results and felt they were being "blamed" for poor scores.
3. Four of the eight third grade teachers had never had any experience in interpreting test data, and seven of the eight stated they used the test results for remediation purposes only.

4. None of the nine second grade teachers had ever done an analysis of the test results to determine strengths or weaknesses in their own instruction.

During the past two years both elementary schools have undergone a faculty self-study for accreditation through the Southern Association of Colleges and Schools. In both studies one of the needs identified was inservice to provide teachers with strategies to identify and strengthen weak areas revealed by the SSAT.

A great deal of discussion has taken place in reference to the causes of the lower SSAT scores at Scranton Elementary. For example, one of the first reactions was that Scranton is a grade 3-5 school. The third grade students come to Scranton from Madison which is a K-2 school. The only other third grade in the district is housed in a K-5 school and there was a concensus of opinion among the personnel at Scranton and Madison that this was a definite factor. It was believed by school personnel that because these students change environments, going from one physical facility to another, a primary school to an intermediate school, their scores should not be expected to

equal or be comparable to the K-5 facility. The SSAT is always administered in October, approximately eight weeks after school begins. Personnel at both schools feel the students are still adapting to a new environment, new teachers, new classmates, etc., when forced to take this test on which so much emphasis is placed.

In the state of Florida there are seven public schools housing grades three through five in addition to Scranton. This writer contacted five of the schools and inquired about their third grades' SSAT scores. Personnel at four of the five schools contacted, indicated the composite scores on the SSAT for their third grades were within one to two points of the other schools in the district.

While considering further the impact that moving primary students might have on test scores, the California Test of Basic Skills (CTBS) test data for the years 1982 through 1986 was compared for Haley, a self-contained K-5 in the district, and Madison, a K-2, and Scranton, a 3-5.

In 1982 and 1983, Madison was a K-1 facility and the advancing first graders moved on to Scranton for second grade. The first grade scores at Haley and

Madison for these two years was compared and also the second grade scores at Haley and Scranton. The results follow.

		National Percentiles		
School	Grade	Reading	Language	Math
Haley	1st	36	44	39
Madison	1st	47	50	44
Haley	2nd	42	39	54
Scranton	2nd	39	37	42

Further study focused on the second and third grade levels. In 1984, the second grade was moved from Scranton to Madison. Test scores for 1984 thru 1986 were examined and compared at Haley, Madison and Scranton.

		National Percentiles		
School	Grade	Reading	Language	Math
Haley	2nd	52	55	62
Madison	2nd	50	54	55
Haley	3rd	53	66	65
Scranton	3rd	41	39	43

The previous data appeared to indicate that something was affecting the test performance of Scranton third graders. Perhaps changing schools was part of the problem.

Another possibility explored was the fact that the 1985 SSAT was based on standards and skills approved by Florida's State Board of Education in 1979 for a five year period beginning with 1985. The format of some test items was changed. Some new skills were added while other skills were deleted. With this in mind, the similar schools contacted in the state indicated there was a slight decrease, one to five percent, on some of the skills tested, but no major differences were reflected such as the seven, eleven, fifteen, and sixteen percent differences on some of the skills at Scranton Elementary.

A possible cause recognized by the teachers of grades two and three at the two schools was the lack of communication between the schools. In a K-5 setting the students are "owned" by the school and as such, they are followed by the teachers from the time they enter the school until they depart. The teachers discuss strengths and weaknesses of individual students between grade levels. At Madison and Scranton this type of opportunity never presented itself

for the second and third grade teachers.

A continuum of curriculum was also lacking. Third grade teachers were unaware of areas of the curriculum second grade teachers had felt the need to supplement. Second grade teachers were equally unaware of deficit areas in regard to expectations third grade teachers had of students entering third grade.

When discussing the SSAT results with second and third grade teachers, this writer learned that the second grade teachers had never seen a copy of the Florida SSAT. They had seen sample items for the test, but had never seen the actual test and were totally unfamiliar with its format. One teacher stated, "It's like feeling your way in the dark. You're trying to prepare for something you don't see."

Another factor emerging from the teacher discussions was that only four of the eight second grade teachers felt they had adequate experience in interpreting test data and only three of the eight third grade teachers felt their experiences were adequate. It was also revealed that the third grade teachers used results of the SSAT for remedial purposes only.

It should be noted at this point, that from the same conversation, this writer learned that neither

the second or third grade teachers used the results of the achievement test, the California Test of Basic Skills (CTBS), administered in the spring of each year, for any purpose other than recommending students for placement the following year and for making referrals for the Exceptional Student Education (ESE) program. One of the reasons given for this was that they did not feel they had adequate knowledge in interpretation and use of test data nor the time to do the test analysis.

Ten of the sixteen teachers involved were either beginning teachers or had moved to Florida from other states. These teachers were totally unfamiliar with Florida's SSAT and most had never seen the CTBS.

Related Literature

Education is perhaps the last of the institutions over which citizens feel they still have the power to exercise a modicum of control. Schools and their programs play a large and highly visible role in the life of the community, and the children attending these schools provide a steady stream of information concerning programs and products. Of course, it is only proper that parents, students, and indeed, all citizens should constantly be aware of their schools'

needs, program objectives, methodology and effectiveness. A constant and reliable flow of information is also essential to effective functioning at all levels in the educational hierarchy. A fundamental tenet of program development is that proposals for implementation of new strategies be firmly set in a foundation of facts. McPhail (1981) says school districts need reliable information in order to meet their responsibilities to those state and federal agencies that control funding and monitor compliance with legislation.

Daniel Resnick (1981) believes testing responds to three long-standing features of U.S. society: 1) a compelling business interest in making the most efficient use of human resources; 2) a desire in keeping with an egalitarian tradition to reward talent regardless of social origins; and 3) a recognized need for national (and public) standards to moderate and limit the autonomy of our local institutions.

Three commonly acknowledged aims of education are: 1) to develop each student's educational potential to the fullest; 2) to socialize students to become productive members of society; and 3) to help channel individuals into different social roles. (Haney, 1980)

The varying aims of emphasis on these aims at different levels of education help explain why standardized testing and the practical functions it does or does not serve are viewed so differently in different instances.

In 1978 the Florida legislature amended the state's Educational Accountability Act, obliging students to pass a functional literacy examination before receiving their high school diplomas. When the statewide examination was first administered however, a markedly greater proportion of black students failed one or more sections of the test than did white students. As a result, Debra P. v. Turlington was filed as a class action in a Federal district court in Florida. The suit challenged the constitutionality of the testing program.

The decision of the trial court in July, 1979, upheld the constitutionality of the testing program and the validity of the test. The court ruled, however, that students had not been given adequate notice, and it ordered the state not to use the test as a diploma requirement until the 1982-83 school year.

The case was appealed to the U.S. Fifth Circuit Court which affirmed the trial court's decision in

part and reversed it in part. The appeals court agreed with the trial court that a state has the right to require students to pass a test in order to receive their high school diplomas. It also affirmed the lower court's four-year delay on using the test as a prerequisite for graduation. (Lindheim and Popham, 1981) This ruling set a precedent for cases dealing with competency testing.

In an analysis of educational measurement, James Popham (1980) noted that the traditional conception of educational measurement has become increasingly "less palatable" to practitioners. Because the stakes associated with students' test performances have risen so dramatically in recent years, teachers can no longer leave decisions about tests to measurement specialists. Popham believes that today's measurement experts, working with educators possessing instructional expertise, can create an entirely new image for educational measurement. He believes testing may come to be thought of as a transfusion that will bring new life to classroom teaching.

Dozens of states have implemented competency testing programs to provide a new standard for, among other things, a guide for grade to grade promotion, or

to identify students for remedial instruction. These programs for some, represent a worry that all is not well with America's schools, but Walt Haney (1980) believes these programs may be as much a "Sympton of the worry" as a solution to it. In many places, Haney points out, competency testing programs are being implemented without enough attention to how well the tests match the goals and curriculum of schooling, and remarkably little consideration has been given as to how instruction should be organized to help students who do poorly on the tests.

A study of approximately 3,300 teachers by Beck and Stetz (1980) supported a survey of the American Federation of Teachers' Department of Research in 1979. Ward (1980) agrees that conclusions from the study and the survey made it clear that teachers support the use of standardized tests in their instructional programs and feel comfortable with the amount of testing currently occurring. Teachers want this information to improve instruction and to improve decision making about students.

Cummings (1981) developed a technique for providing detailed feedback to students about their performance on the Iowa Test of Basic Skills which is similar to Florida's SSAT. Students were actively

involved in summarizing their own performance on each major skill tested. Feedback has been recognized as a condition of the ethical use of tests (Lyman, 1974) and as an important aspect of student motivation (Kirkland, 1971).

We are reminded by Popham (1980) that educators have been admonished since Socrates not to "teach to the test." However, that really means that we should not "teach to a particular set of test items." To teach toward the competency being measured by a test constitutes truly enlightened instruction.

There are many ways teachers can use test results and Lennon (1980) recommends educating teachers to these uses. A list of uses would include, but not be limited to:

a. Selecting curriculum materials
b. Organizing small work groups
c. Setting the pace of instruction
d. Selecting methods of instruction
e. Differentiating goals and expected levels of achievement
f. Identifying disabilities

If testing is to be useful and a positive influence on student learning, the classroom teacher must

make it happen (Ward, 1981). The teacher implements the curriculum through instructional decisions affecting each and every student. Tests can form an integral part of this process if the classroom teacher accepts testing as part of the teacher learning process (Taylor and White, 1982).

If batteries of tests are administered and the results filed away once they are in, a prime source of information is being ignored that may identify problems in the academic area (Bell, 1985). In the Binghamton (New York) City School District (K-12) Bell says test scores are used in an annual curriculum review to identify subjects in which students are academically weak and in which performance improvement is needed in the coming year.

Many teachers know that their efforts are failing but they don't know where to go for help. One of the outcomes of modern brain research is the concept of "brain-compatible instruction." The old view of the brain as a blank tablet has been demolished. Scientific evidence now supports what many teachers have known intuitively all along: we cannot really teach people; we can merely provide input for their learning under favorable conditions (Gastright, 1985).

Psychologist Robert Gagne (1965) makes a similar point in specific relation to teaching: "The essential task of the teacher is to arrange the conditions of the learner's environment so that processes of learning will be activated, supported, enhanced and maintained."

How do teachers do this? Leslie Hart's (1981) work in developing a theory of human learning based on brain research leads to the following five suggestions:

1. Make the classroom a secure place. Teachers can contribute to students' sense of security by showing them respect, speaking to them politely, and being a willing, unhurried, calm listener.
2. Encourage talking. The cerebrum composes about five sixths of the human brain, and a large portion of the brain is dedicated to language. Teachers who allow their students the freedom to talk will both aid learning and improve the most basic of skills: communication.

3. Introduce and maintain reality in the classroom. Introduce and maintain, as many real-world experiences and materials in the classroom as possible. The more children are exposed to, the more input they get, the more effective will become their program storing and pattern detecting abilities, which is what learning is all about.
4. Set distinct learning goals and verify student mastery. Instead of feeling pressured to "cover the material," teachers need to analyze the material, breaking it down into a list of highly specific learning goals, and then verifying mastery of each detailed learning objective by each child throughout the year.
5. Put time against learning. Of the time devoted to "instruction" in the classroom, much is spent on teacher lecturing or demonstrating or on question and answer recitations, all of which, modern learning theory indicates, have little

> value for student learning. Students must do to learn. Emphasis should be placed on students' doing rather than teachers' telling.

Florida's Assessment Testing and Evaluation Department (1985) feels that in order to provide systematic direction in achievement, a teacher must develop strategies that will maximize learning and help students reach academic goals. To do this a teacher must identify student needs, develop appropriate teaching strategies, conduct practice sessions, and keep records of student progress.

Parental support and attitudes can also have a tremendous effect on the outcome of test scores. Laminack and Anderson (1984) recommend helping parents become better informed about test-taking, and its results in order to reduce their tensions. They feel this will have beneficial spin-off effects on their children and may even result in test scores jumping a few points.

In summary, a review of the literature revealed appropriate strategies for developing each student's educational potential to the fullest and providing students with necessary skills to become productive members of society.

Chapter III

Anticipated Outcomes and Evaluation Instruments

Statement of General Goals

The general purpose of this practicum was to evaluate the meaningfulness and use of Florida's Student State Assessment Test for elementary teachers in the primary grades. The general goals of this practicum were:

1. To coordinate instructional strategies for second and third grade teachers;
2. To improve local scores of third grade students on Florida's SSAT; and
3. To identify and provide training for meaningful use of test results by teachers.

Behavioral Expectations

Following a one year implementation of this practicum the writer anticipated the following:

1. An on-going program would be established between teachers at Madison Elementary and Scranton Elementary to determine and meet both the academic and social needs of the students. It was the writer's intentions that conferences would occur

between these teachers during pre-school and post-school planning, as well as once each grading period (9 weeks).

2. Second and third grade teachers at Madison Elementary and Scranton Elementary would use test results to improve instructional strageties; and
3. On the 1986-87 Florida SSAT, third grade students would demonstrate an equal or higher degree of mastery on the composite scores in Reading, Writing, and Math as on the 1985-86 SSAT scores.

Unexpected Events

The writer recognized that events often occur which have not been anticipated. These events may, or may not be important in the final analysis of the practicum. With this in mind, the writer maintained a journal for the purpose of recording and documenting such events.

Measurement of Objectives

A pre-school conference was scheduled between second and third grade teachers as well as a post-school conference. Conferences were also held once each grading period. A record of the number of

teachers present at these conferences was kept and an evaluation form (Appendix B) was completed at the conclusion of the conference.

Teachers were asked to list the ways in which they utilized test data at a pre-school conference and again at a post-school con[illegible].

Skills tested on the 1985-86 and 1986-87 SSAT were analyzed and compared. In addition, the composite scores for Reading, Writing, and Math were compared.

Plans for Analyzing Results

The number of teachers consistently present at the conferences was to be considered indicative of the interest generated by the conferences. A consistent attendance of ten to twelve teachers out of the sixteen second and third grade teachers was to be considered an indication of a high interest rate. The evaluation form completed at the conclusion of the post-school conference was used to determine the usefulness of the conferences as viewed by the teachers and to make possible changes in the frequency of conferences or the format for the following year.

A comparison was made of the ways in which teachers were utilizing test data as listed at the

pre-school conference and the post-school conference. It was anticipated that the number of ways test data were being utilized would increase during the year.

Scores of skills tested on the 1985-86 and 1986-87 SSAT were analyzed and compared. In addition, the composite scores for Reading, Writing, and Math were compared.

Chapter IV

Solution Strategy
Discussion and Evaluation of Possible Solutions

A constant and reliable flow of information is essential to effective functioning at all levels in the educational hierarchy. School districts need reliable information in order to meet their responsibilities to those state and federal agencies that control funding and monitor compliance with legislation (McPhail, 1981). Testing is a reliable source of this information and appears to be here to stay (Bergman, 1980).

The literature indicates the presence of test taking instructional programs at every educational level from pre-school through secondary school. Oakland (1972), for example, formulated a study in which some children in Head Start programs were given materials designed to increase their test-wiseness, along with instruction from their teacher on test taking. It was concluded that, in general, the test wiseness material had some value in helping to facilitate performance on a standardized readiness test.

Eakins, Green, and Bushnell (1976), studied the giving of test taking instructions to first graders and concluded that multiple sessions in test taking

instruction might provide the most effective training, but that if it were not possible to give multiple sessions, then a single session would be preferrable to no presentation at all.

A general concensus of the literature on test taking instruction appears to be as stated by Fueyo (1977), that "...a task-specific instructional unit to train necessary skills for test taking is recommended to assure that the score on the test is an accurate measure of the skill being measured."

If standardized testing is to be used as a measurement or evaluation tool, more than an examiner's manual is necessary for the appropriate administration (Lang, Nottingham, 1981). In addition to the fact that many of the explicit recommendations from the test manual are ignored by teachers, the manual itself does not address all the conditions that would promote optimum test conditions and reliable results (Fry, 1980). Teachers expected to administer standardized tests should have inservice training concerning at least the following:

a. environmental conditions
b. best testing time
c. examiner preparation

d. student preparation

e. scheduling

f. test administration techniques

The proper use of a testing program demands proper test administration.

Do the students who perform better than other students on standardized tests actually have a better grasp of the subject matter or are they more skilled in taking tests? Too often, the latter is true (Campanille-Happ, 1981). To even the score, there are guidelines that must be followed.

1. Review all tests given as soon as possible. This not only clears up confusion about particular test items for students, it also familiarizes the teacher with the content of the test. Often teachers do not see a standardized test until just before it is administered.
2. Get kids to follow directions. Interpreting test directions correctly and following them exactly is a source of trouble for many students. By examining the style of writing used in directions for standardized tests, a teacher may

apply the style to her own directions. Students are then more familiar with it for the next big test.

3. Impose time limits. The time limits imposed on standardized tests seem to cause anxiety to many children, which can result in poor test performance. Gradually exposing students to timed activities may greatly reduce the anxiety and improve their ability to work under pressure.
4. Teach them to narrow the field. Students should be taught to apply a process of elimination.

Piaget's (1963) findings clearly suggest that children should be provided with a variety of experiences at varying levels of abstraction, regardless of the students' age and grade level. According to Piaget, it is not until children enter the formal operational stage of their development, at about age 11, that they are able to think beyond concrete reality and have the capacity to consider verbal statements and propositions.

Burns (1982) reminds us of Piaget's ingredients for intellectual development. The factors that

contribute to optimal growth are: maturation, physical experiences, social experiences and equilibration.

Teachers can' do little about the fact that elementary children are not fully matured. However, the other three factors offer specific guidance for classroom decisions. Teachers can provide situations for their students that involve the need for physical experiences. These should be situations that offer feedback to the student as to the effectiveness of his thinking and solution. For social interaction, the more opportunities students have to interact with others, the more opportunity they will have to gain perspective on their own viewpoints and approach objectivity. The one factor that coordinates the other three is equilibration. Equilibration is the process children go through to balance what's going on inside their minds with new experiences from outside (Bruner, 1966).

The literature reveals that factors such as interest level, a student's involvement, motivation, level of stress, and reasoning ability, all influence the learning process. Teachers who make the effort to consider these factors will not only be helping their students become better "learners," they will also be

helping future adults to be more confident and capable of dealing with real-life situations.

Description and Justification for Solution Selected

More is known today about the way children learn at various stages than has ever been known and is evidenced by the psychological investigations by men such as Piaget (1964), Dienes (1964), Bruner (1966), and Gagne (1965). Methods of teaching based not only on curriculum objectives but also on psychological considerations have been investigated by psychologists and educators. It is believed by these proponents that teaching requires not only a knowledge of what should be taught but also an understanding of what should be learned and under what conditions optimum teaching and learning take place. The rationale for using manipulative materials and concrete experiences in a conducive learning environment for students as well as providing experiences for teachers to insure confidence in instruction, test administration and analysis, is based on their findings. Effective planning and instruction are the keys to adademic achievement.

The first step in this writer's plan was to do an analysis of the 1985 SSAT results for third grade

students at Scranton Elementary. Skills and standards were reviewed to determine areas of strength and weakness in student performance, instructional strategies, as well as curriculum needs (Appendix C). A foil analysis was conducted to determine if a large percentage of students missed the same items. This proved to be the case, thus warranting an investigation of the wording of directions, format of the presentation, etc.

After completing the test analysis this writer met with the director of elementary curriculum, the administrative staff and the primary specialists from both schools. The results of the test analysis, possible strategies for remediation, instructional strategies, and the development of an environment more conducive to learning were discussed. There was a great deal of tension as the administrators and primary specialists were defensive of the personnel at their respective schools. Each began making it abundantly clear that his school was accepting none of the "blame." If the scores were lower it was the fault of someone else. This writer stressed that the purpose of the meeting was not to "blame" anyone. We were there instead, to determine what needed to be

done to remediate those students failing to master 100 percent of the standards, to develop strategies to prevent scores dropping even lower in 1986, and hopefully raise the scores.

Another step was to schedule a meeting for second and third grade teachers from all three elementary schools in the district. This provided an opportunity for the teachers from Madison and Scranton to discuss instructional strategies, curriculum, supplemental materials, utilization of test data, etc., with each other as well as their colleagues from the other elementary school in the district.

Conferences were scheduled for the second and third grade teachers from Madison and Scranton to discuss curriculum, instructional strategies, social development of students and any other information they felt a need to discuss. Three conferences were scheduled during the remainder of the school year, a pre-school conference for the 1986-87 school year, and a conference two weeks prior to the administration of the 1986-87 SSAT.

The inservice calendar for the 1985-86 school year had been completed. Therefore, this writer held an informal workshop with third grade teachers to

discuss remediation strategies that would be developed based on the results of the test analysis. These teachers were most cooperative and eager to provide necessary instruction for their students. School level improvement objectives were established by this group for remediation of skills during the remainder of the school year (Appendix C). A workshop with second grade teachers was held to discuss instructional strategies. This group was also ready to do whatever necessary to prepare their students for the following school year and the SSAT.

A joint workshop was conducted for the second and third grade teachers to discuss test analysis and utilization of test data. Teachers were invited to schedule individual conferences with this writer to analyze the test results of his/her class and discuss strengths and weaknesses of teacher, class, and student performance as well as possible needs for supplements to the curriculum.

Teachers were asked to keep records of third grade students' progress in remediation and progress of the second grade students in mastery of skills.

A committee of teachers was formed to compare the curriculum with the objectives being measured by the

SSAT as well as the CTBS. The committee recommended that supplemental materials be provided for the language arts program and that the possibility of adopting a new math series be considered.

In an attempt to alleviate some of the apprehension of second grade students as well as their parents about leaving Madison Elementary and attending Scranton Elementary, two steps were taken during the remainder of the 1985-86 school year. First, the second grade students from Madison were invited to attend Scranton, with third grade classes each hosting a second grade class for a day. This provided an opportunity for the second graders to meet third grade teachers, receive an orientation to the school, and hopefully relieved some of the anxiety observed during the first few days of school each year. Secondly, the guidance staff of Scranton was asked to conduct a workshop at Madison at the close of the school year to orient parents of second grade students to the year ahead for their child. Curriculum, code of conduct, extra-curricular activities, etc., were addressed as well as any other concerns brought up by the parents. This event was very successful with seventy percent of the parents attending.

Prior to the opening of school this writer met with third grade teachers and discussed strategies and the materials for reviewing with students for the SSAT.(Appendix D).

During pre-school the administration of Scranton had agreed to conduct an open house. Eighty-two percent of the third grade students and their parents took advantage of this opportunity to become familiar with the school, meet their teacher for the year and seemingly, relieved some of the previously observed anxieties associated with the opening of school.

A consultant was also brought in during pre-school to conduct workshops with the teachers on interpreting and utilizing test data. The consultant helped the teachers correlate the skills measured on the CTBS with the skills measured on the SSAT.

The administration and faculty were committed to the success of their students on the 1986 SSAT. A thirty minute time block was allocated at the beginning of each day for review. The principal, assistant principal and primary specialist agreed to visit classes each day, observing and participating in the review. Teachers kept records of materials and strategies used and shared their successes and failures

with each other informally at the end of each week.

The 1986 SSAT was administered in October. The Results received in December were analyzed by this writer. A foil analysis was done as well as an item analysis. Each skill was reviewed to identify areas of improvement as well as skills needing remediation. The final step of implementation was to disseminate the results to second and third grade teachers and the administrators. Again, the writer agreed to meet with individual teachers to analyze the test results for individual classes.

Chapter V

Results, Conclusions, and Recommendations

Results

As previously stated in Chapter Three, this practicum was designed to evaluate the meaningfulness and use of Florida's Student State Assessment Test to teachers of second and third grade students. It was anticipated that students would acquire the skills needed to demonstrate mastery of the standards tested on the SSAT.

In order to establish a rapport between the teachers and schools involved, six conferences were scheduled for the teachers. Fourteen of the sixteen teachers attended each of these conferences and the evaluations (Appendix A) indicated the participants found the conferences to be very helpful.

During the pre-school conference, teachers were asked to list the various ways they were utilizing test data from any source. At the conclusion of this project, teachers were again asked to list the same information. Data was no longer being utilized only for placing students the following year. The lists had grown tremendously. Strengths and weaknesses of individual students were being analyzed as well as

those of whole classes. CTBS data from the previous year was being utilized to determine the needs of students. Curriculum strengths and weaknesses were now being looked at. The list went on and on.

Students scored lower than eighty percent on five skills on the 1985-86 SSAT, indicating a deficiency in those areas. On the 1986-87 assessment, only three skills indicated a deficiency and each of those skills demonstrated an increase over the previous year's scores. The composite scores for Reading and Writing remained the same with a two percent increase being demonstrated in Math.

As a result of this practicum a new math series has been adopted and implemented in the district. Curriculum guides are being reviewed to correlate the district's objectives with the curriculum and the SSAT Standards.

A line of communication has been developed among all of the second and third grade teachers in the district. Even though each of the elementary schools will be a K-5 school next year, all of the teachers have requested that dates be established throughout the school year for conferences to continue as a means of sharing concerns, ideas, and strategies.

Another exciting event due partially as a result of this practicum, was this writer's appointment to the position of Director of Elementary Curriculum and Staff Development.

Conclusions

A summary of the results of this practicum indicates the objectives have been successfully met. The district will strive to continue to meet the academic needs as well as the social needs of its students.

Throughout this practicum process this writer has had the opportunity to look very closely at the education system of the State of Florida and has drawn some personal conclusions.

Over the past several years the State of Florida has implemented numerous programs in an effort to increase the quality of education. This emphasis on academic achievement has increased test scores throughout the State but other startling facts have emerged. For example:

1. Florida now has one of the highest drop-out rates in the nation.
2. Teacher certification requirements are adding to the critical teacher shortage.

3. Small and low income districts are finding it increasingly difficult to secure the funds needed to implement the mandated programs.

If Florida is to truly attain a standard of excellence for all of its students, it would seem that the leaders of education throughout the State must take a stand and regain control of education.

Recommendations

Emphasis must not be placed on testing. It must be placed on the academic and social development of each student.

Channels of communication must be kept open between teachers, administrators, students, and parents.

Educators must take an active part in determining the destiny of education and in so doing, must become active in professional and political organizations.

Dissemination

The study conducted through this practicum has been made available to the elementary teachers throughout the district. It has also been shared with the Early Childhood department of the state's Department of Education. In February, the writer has been asked to give an overview of the practicum at the

regional Primary Education meeting.

Materials developed for review and remediation included four sets of items for each skill tested on the SSAT (Appendix D). These materials have been disseminated throughout the district and have also been shared with the elementary curriculum directors and primary specialists of the five surrounding districts.

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APPENDIX A

COMPARISON OF SSAT SCORES

Appendix A

Decrease in tested skills

3rd Grade

	Reading	1984	1985	
A 2	Identify meanings of frequently used words in context	98%	93%	-5
C 13	Identify specific details in a selection	96%	94%	
	Writing			
B 14	Arrange 4 pictures in a sequential pattern	99%	98%	
G 9	Spell common words. Spell words needed in writing thru Grade 2	97%	93%	-4
I 70	Capitalize the 1st word in a sentence. Capitalize the 1st word in a sentence, the pronoun "I", and a person's name.	92%	90%	
	Math			
D 25	Identify 1/2's, 1/3's, 1/4's of a given region	96%	85%	-11
E 37	Add two - 2 digit numbers with no regrouping	97%	96%	
F 44	Subtract basic facts thru 18	94%	86%	-13
F 46	Subtract 2-digit numbers with no regrouping	90%	86%	-4
M 83	Tell time on the hour and half hour	94%	79%	-15
S 122	Identify sets of coins equal in value (not more than 25¢)	92%	91%	
Q 108	Solve word problems involving addition	98%	95%	
Q 109	Solve word problems involving subtraction	93%	77%	-16
S 123	Add to solve practical money problems (not more than 50¢)	85%	78%	-7
S 124	Subtract to solve practical money problems (Not more than 50¢)	69%	66%	

APPENDIX B

CONFERENCE EVALUATION FORM

Appendix B

Participant Perception Evaluation

Directions: Circle the number that best indicates your perception of these conferences.

These conferences:

1. Opened channels of communication between schools.

1	2	3	4	5	6	7
Disagree						Agree

2. Provided opportunity for input regarding curriculum.

1	2	3	4	5	6	7
Disagree						Agree

3. Provided opportunity for input regarding socialization skills.

1	2	3	4	5	6	7
Disagree						Agree

4. Aided me in dealing with needs of my students.

1	2	3	4	5	6	7
Disagree						Agree

5. Are beneficial and should be continued.

1	2	3	4	5	6	7
Disagree						Agree

Comments:_____

_____

_____

_____

_____

_____

_____

APPENDIX C

DATA ANALYSIS AND IMPROVEMENT MATERIALS

Appendix C

DATA ANALYSIS

Phase I

1. Receive data. These data will include:
   a. student reports
   b. parent reports
   c. classroom summaries
   d. school summaries
2. Initial steps to be taken:
   a. Check to determine data are complete.
   b. Inspect printouts for any obvious errors.
   c. Inspect classroom printout to determine if the analyses were properly assembled according to classroom teachers' names.
   d. Inspect school summary to determine areas of need. Use criteria of:

      high need - 0-50% mastery
      medium need - 51-79% mastery
      low need - 80-99% mastery

      Use Worksheet A. Use one worksheet for each subject area. Calculate grade deficiency status for reading, writing, and mathematics by averaging the attainment rates for the performance standards.
   e. Compare performance on the standards found in "d" above to last year's performance. Use Worksheet B.
   f. Select standards to be the focus of attention for instruction in 1986 at grade 3.
   g. Select standards for which greater instruction is needed in grade 2 in 1986.
3. Report findings.

Worksheet A

School _____

Grade _____

Subject Area _____

List of performance standards of high need (0 - 50% mastery).

1.

2.

3.

etc.

List of performance standards of medium need (51 - 79% mastery).

1.

2.

3.

etc.

List of performance standards of low need (80 - 99% mastery).

1.

2.

3.

etc.

Worksheet B

1985 "high need" performance standards compared to 1984

Standard Letter	Content	1984 Score	1985 Score

1985 "medium need" performance standards compared to 1984

Standard Letter	Content	1984 Score	1985 Score

1985 "low need" performance standards compared to 1984

Standard Letter	Content	1984 Score	1985 Score

DATA ANALYSIS
Phase II

1. Meet with district accountability coordinator to conduct item level analysis.
2. Review item analysis in two steps:
   a. inspect analysis for any items for which less than 40 percent p-values are obtained;
   b. inspect analysis for all performance standards which are "high need" and "medium need."
3. For each low scoring item, inspect the test copy and test specification available from the district accountability coordinator. Inspect the foil distribution and summarize the student deficiencies. Use Worksheet C.
4. Inspect current mathematics/reading/writing texts, district objectives, and other instructional materials. Determine what text pages need to be emphasized or what other materials need to be used for remediation.
5. Meet with school staff. Review findings. Establish improvement goals and responsibility for instruction/remediation. Reach concensus on plan of action. Summarize assignments on Worksheet D. Distribute to appropriate staff.

Worksheet C

"High Need" Performance Standards

Standard	Skill	Item	Comments

"Medium Need" Performance Standards

Standard	Skill	Item	Comments

Additional Problem Areas

Standard	Skill	Item	Comments

Worksheet D

Improvement Goals for 1986

"High Need" Standards	Improvement Goal	Person(s) Responsible	Required Actions

NINE KEY QUESTIONS FOR TEACHERS

1. What are the skill deficiencies of the students in my classroom?
2. How shall I group students for instruction on their deficiencies--by skill? by learning strategy? by diagnosed problem areas?
3. Do the students have prerequisite skills necessary to learn the performance standards?
4. How can I motivate students to learn?
5. How shall I inform students about the skills and standards they are expected to learn?
6. What teaching materials shall I use?

   Things to consider:
   a. nature of the skill
   b. characteristics of the students
   c. availability of media
   d. ability to produce appropriate media
   e. flexibility, durability, convenience
   f. cost effectiveness
7. How will my students practice the skills?
8. How will I test the students to determine their progress?
9. How will I keep track of students' progress?

APPENDIX D

PRACTICE, REVIEW AND REMEDIATION MATERIALS

Appendix D

Subject Area: Reading

Standard: A - THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF A BASIC VOCABULARY AS DETERMINED BY A SPECIFIED WORD LIST.

Skill: 1 - Identify frequently used words by sight.

Directions: You are to choose the word that I say from the list of words. Choose the one that is spelled correctly.

We will do a sample item first. Find the words located in the box. Mark the bubble by the word "green". green Grass is green. green
(Pause) Did you mark the second word? It is the correct answer. Be sure to color in the bubble on your sheet.

Look at number 1: The word you mark is just.
It is just too cold for swimming. just

Look at number 2: The word you mark is went.
Ann went home. went

Number 3: The word you mark is walk.
I like to walk in the park. walk

Number 4: The word you mark is think.
What do you think about that? think

Number 5: over Tom jumped over the puddle. over

Number 6: when When is she coming? when

Number 7: fly An airplane can fly. fly

Number 8: could He could not find the shoe. could

Number 9: funny The clown was very funny. funny

Number 10: had Jill had the money. had

Number 11: pet The pet needs food. pet

Number 12: apple Jane has an apple for lunch. apple

Number 13: black Tim's black cat is funny. black

Number 14: girl The girl ran to the door. girl

Number 15: many Many people went to the program. many

Number 16: ride Jaun will ride his bike. ride.

MASTERY 14/16	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD A: The student will demonstrate knowledge of a basic vocabulary as determined by a specified word list.

SKILL 1: Identify frequently used words by sight.

DIRECTIONS: Mark the correct answer.

Sample:

- ○ good
- ● green
- ○ game
- ○ bag

1.
- ○ just
- ○ jump
- ○ make
- ○ jam

2.
- ○ was
- ○ went
- ○ wet
- ○ like

3.
- ○ way
- ○ were
- ○ talk
- ○ walk

4.
- ○ three
- ○ think
- ○ that
- ○ than

5.
- ○ some
- ○ other
- ○ over
- ○ once

6.
- ○ when
- ○ wagon
- ○ want
- ○ what

7.
- ○ for
- ○ my
- ● fly
- ○ flower

8.
- ○ cry
- ○ children
- ○ color
- ○ could

9.
- ○ four
- ○ funny
- ○ sunny
- ○ fun

10.
- ○ had
- ○ hand
- ○ bad
- ○ happy

11.
- ○ paint
- ○ pet
- ○ parade
- ○ penny

GO ON

12. ○ all
○ any
○ egg
○ apple

13. ○ blue
○ baby
○ black
○ dark

14. ○ give
○ girl
○ got
○ pig

15. ○ many
○ made
○ me
○ name

16. ○ right
○ rabbit
○ read
○ ride

MASTERY 8/10	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD A: The student will demonstrate knowledge of a basic vocabulary as determined by a specified word list.

SKILL 2: Identify the meanings of frequently used words presented in context.

DIRECTIONS: Choose the answer that means the same as the underlined word.

1. I have some <u>money</u>.
   - ○ pony
   - ○ pennies
   - ○ pat
   - ○ park

2. I have a <u>pet</u>.
   - ○ truck
   - ○ bike
   - ○ book
   - ○ animal

3. It is a <u>flower</u>.
   - ○ rose
   - ○ blue
   - ○ run
   - ○ book

4. It is a small <u>animal</u>.
   - ○ bark
   - ○ dog
   - ○ fun
   - ○ did

5. The <u>ball</u> is red.
   - ○ that
   - ○ ten
   - ○ toy
   - ○ two

6. Joe is <u>little</u>.
   - ○ small
   - ○ large
   - ○ big
   - ○ look

7. He is my <u>father</u>.
   - ○ day
   - ○ does
   - ○ dog
   - ○ daddy

8. My <u>mother</u> loves me.
   - ○ mama
   - ○ many
   - ○ more
   - ○ may

9. She has a <u>kitten</u>.
   - ○ yellow mouse
   - ○ baby dog
   - ○ baby cat
   - ○ big cow

10. I like apples.
    - ○ first
    - ○ fire
    - ○ flew
    - ○ fruit

STOP

MASTERY 8/10	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD A — The student will demonstrate knowledge of a basic vocabulary as determined by a specified word list.

SKILL 2 — Identify the meanings of frequently used words presented in context.

DIRECTIONS — Choose the answer that means the same as the underlined word.

1. We made a drawing in art.
   - ◯ a trip to the farm
   - ◯ something to play with
   - ◯ a bag of tricks
   - ◯ picture with our pencil

2. The rabbit likes to hop.
   - ◯ rug
   - ◯ alligator
   - ◯ bird
   - ◯ bunny

3. Henry was at the end of the line.
   - ◯ end
   - ◯ beginning
   - ◯ middle
   - ◯ out

4. John saw rabbit tracks in the sand.
   - ◯ rails for trains
   - ◯ a path for walking
   - ◯ foot prints
   - ◯ trails

5. Please complete your paper.
   - ◯ correct
   - ◯ grade
   - ◯ show
   - ◯ finish

6. The bird is in the nest.
   - ◯ home for people
   - ◯ home for birds
   - ◯ a place to go
   - ◯ fun to do

7. The trees were bare.
   - ◯ full of leaves
   - ◯ without leaves
   - ◯ falling down
   - ◯ sprouting leaves

8. Bill slipped on a piece of ice.
   - ◯ grow
   - ◯ cried
   - ◯ painted
   - ◯ slid

9. The children will soon board the bus.
   - ◯ get onto
   - ◯ a piece of wood
   - ◯ a big log
   - ◯ plank

10. I like to ride my bike up the street.
    - ◯ drive way
    - ◯ sidewalk
    - ◯ road
    - ◯ tree

STOP

MASTERY 5/6	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD	B	The student will determine word meaning from a knowledge of word parts as used in a given context.
SKILL	3	Identify the meanings of regular plural nouns.
DIRECTIONS		Choose the picture that shows the meaning of the underlined word.

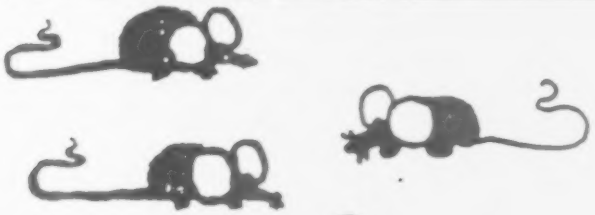
SAMPLE: The kittens are walking.

1. The duck can swim.

2. See the birds fly.

GO ON

3. The mouse is sleeping.



4. Some turtles go very slowly.

5. The school buses are late today.

6. The tree is tall.

MASTERY 4/5	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD B — The student will determine word meaning from knowledge of word parts as used in a given context.

SKILL 7 — Identify the meanings of compound words.

DIRECTIONS — Choose the answer that means the same as the underlined word.

1. The rainbow could be seen after the rain.
   - ◯ a weapon used by the Indians
   - ◯ a ribbon for long hair
   - ◯ a bow in the sky after a rain
   - ◯ a barrel used to catch rain

2. Sally wore a rosebud on her dress.
   - ◯ an animal that eats roses
   - ◯ a bud of a rose
   - ◯ something good to drink
   - ◯ a rose without color or smell

3. I found a starfish at the beach.
   - ◯ a star that eats fish
   - ◯ an animal that lives in trees
   - ◯ a fish that flies to a star
   - ◯ a fish shaped like a star.

4. Mary keeps the dustpan in the closet.
   - ◯ something to put rocks in
   - ◯ a pan to sweep dust into
   - ◯ a pan to bake bread in
   - ◯ a garden tool

5. She was in the bathtub for a long time.
   - ◯ a place to cook
   - ◯ a bath for cats
   - ◯ a tub to take a bath in
   - ◯ a tub to put fruit in

STOP

MASTERY 8/10 | STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD B: The student will determine word meaning from a knowledge of word parts as used in a given context.

SKILL 9: Identify the meanings of contractions.

DIRECTIONS: Choose the answer that means the same as the underlined word.

1. I couldn't get it untied.
   - ◯ is not
   - ◯ were not
   - ◯ would not
   - ◯ could not

2. The car wasn't ready yet.
   - ◯ was not
   - ◯ can not
   - ◯ did not
   - ◯ I will

3. Mary doesn't want to play ball.
   - ◯ does not
   - ◯ is not
   - ◯ will not
   - ◯ should not

4. My mother can't find her cookbook.
   - ◯ were not
   - ◯ does not
   - ◯ will go
   - ◯ can not

5. John shouldn't play today.
   - ◯ are not
   - ◯ does not
   - ◯ should not
   - ◯ will not

6. My uncle isn't living here.
   - ◯ do not
   - ◯ I can
   - ◯ will not
   - ◯ is not

7. Mary can't go to the picnic.
   - ◯ is not
   - ◯ can not
   - ◯ could not
   - ◯ do not

8. Bill won't help rake the yard.
   - ◯ will not
   - ◯ should not
   - ◯ could not
   - ◯ might not

9. The movie isn't open yet.
   - ◯ will not
   - ◯ were not
   - ◯ is not
   - ◯ does not

10. He wouldn't enjoy going to Sea World.
    - ◯ will not
    - ◯ should not
    - ◯ would not
    - ◯ can not

STOP

MASTERY 3/3	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD C The student will demonstrate literal comprehension skills.

SKILL 11 Determine the meaning of a sentence which contains negative words.

DIRECTIONS Choose the sentence that means the same as the sentence in the box.

SAMPLE:

My garden is not growing because of the cold.

- ○ My garden grows when it is cold.
- ○ My garden grows all the time.
- ○ Cold keeps my garden from growing.
- ○ Cold helps my garden to grow.

1. Mary never went to the store.

- ○ Mary went to the store every day.
- ○ Mary went to the store once a week.
- ○ Mary always went to the store.
- ○ Mary did not go the store.

2. No children are in the room.

- ○ All of the children are in the room.
- ○ Not any of the children are in the room
- ○ Some of the children are in the room.
- ○ One of the children is in the room.

3. Neither Mary nor Susan is tall enough to reach the shelf.

- ○ Either Mary or Susan can reach the shelf.
- ○ Susan can reach the shelf, but Mary cannot.
- ○ Both Mary and Susan are unable to reach the shelf.
- ○ Only Mary is able to reach the shelf.

STOP

MASTERY 4/5	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD C The student will demonstrate literal comprehension skills.

SKILL 12 Determine the main idea stated in a paragraph.

DIRECTIONS Read the story in the box. Choose the sentence that best tells the main idea, or what the story is about.

SAMPLE:

Ron had a surprise party for his friend Juan. The party was at Ron's farm. The children all took rides on a pony. Then they ate cake and ice cream.

Which sentence best tells the main idea?

- ◯ Ron had a surprise party for his friend Juan.
- ◯ The children all took rides on a pony.
- ◯ The party was at Ron's farm.
- ◯ Then they ate cake and ice cream.

1.

Otto makes good strawberry jam. He picks the strawberries himself. He boils them with sugar. Then he puts the jam into jars.

Which sentence best tells the main idea?

- ◯ He boils them with sugar.
- ◯ Then he puts the jam into jars.
- ◯ Otto makes good strawberry jam.
- ◯ He picks the strawberries himself.

2.

Swimming is good exercise. It makes the heart and lungs strong. It makes the blood flow. Swimming also gives extra energy.

Which sentence best tells the main idea?

- ◯ It makes the heart and lungs strong.
- ◯ Swimming also gives extra energy.
- ◯ It makes the blood flow.
- ◯ Swimming is good exercise.

GO ON

3. Kara learned many things at camp. She learned how to put up a tent. She learned first aid. Kara enjoyed learning different crafts.

Which sentence best tells the main idea?

- ○ She learned how to put up a tent.
- ○ Kara learned many things at camp.
- ○ Kara enjoyed learning different crafts.
- ○ She learned first aid.

4. I asked Ray to come over for lunch. We couldn't decide what to have. Would we have sandwiches? Finally, I made a tasty salad for us.

Which sentence best tells the main idea?

- ○ I asked Ray to come over for lunch.
- ○ Would we have sandwiches?
- ○ Finally, I made a tasty salad for us.
- ○ We couldn't decide what to have.

5. Main Street is the busiest street in town. Yesterday, I waited for five minutes before I could cross. Car after car went by. Finally, the light turned red, and the cars stopped.

Which sentence best tells the main idea?

- ○ Yesterday, I waited for 5 minutes before I could cross.
- ○ Finally, the light turned red and the cars stopped.
- ○ Car after car went by.
- ○ Main Street is the busiest street in town.

STOP

MASTERY 3/4	STUDENT SCORE	85

NAME _____ DATE _____ GRADE _____

STANDARD C | The student will demonstrate literal comprehension skills.

SKILL 13 | Answer "who", "what", "where", "when", "which", and "how" about sentences and paragraphs.

DIRECTIONS | Read the story in the box. Choose the answer for each question.

1.

The clown had many balloons. There were red balloons, yellow balloons, and green balloons. Sidney wanted a balloon. Sidney got a yellow balloon.

1. Who had many balloons?
   - ○ Mary
   - ○ Sidney
   - ○ the clown
   - ○ the man
2. What color balloon did Sidney get?
   - ○ red
   - ○ yellow
   - ○ green
   - ○ blue

2.

Dale was fishing in a pond. She felt a big tug on the line. She brought in the line. There was a large turtle on the hook. She laughed and laughed.

1. Where was Dale fishing?
   - ○ in a pond
   - ○ in a lake
   - ○ in a hole
   - ○ in a chair
2. What was on her hook?
   - ○ a fish
   - ○ a toy
   - ○ a turtle
   - ○ a boat

GO ON

3.

Dick put some kernels of popcorn in a pan. He added butter and put the pan on the stove. The popcorn did not pop. Then Dick turned on the stove. Soon the kernels were popping.

1. What did Dick.put in the pan?

- ◯ kernels of popcorn
- ◯ some beans
- ◯ some large cookies
- ◯ a bag of books

2. Why didn't the popcorn pop?

- ◯ Dick forgot to turn the stove on.
- ◯ Dick turned on the light.
- ◯ Dick didn't know what time it was.
- ◯ Dick ate the popcorn.

4.

Two brothers are in a sandbox. Frank doesn't want to play with Luke. He yells at Luke. Frank takes the big pail. He gives the little pail to Luke. Then Frank wants to play with Luke's toy truck. Frank grabs the toy truck from Luke. Frank gets up and stomps away.

1. How many children are playing in the sandbox?

- ◯ one
- ◯ two or three
- ◯ four or five
- ◯ two

2. What did Frank do after he grabbed the toy?

- ◯ laugh
- ◯ cry
- ◯ stomp
- ◯ run

STOP

MASTERY 2/2	STUDENT SCORE

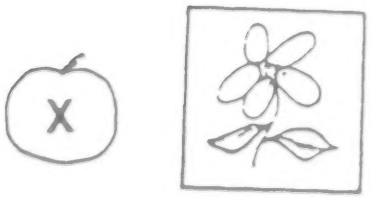
NAME _____ DATE _____ GRADE _____

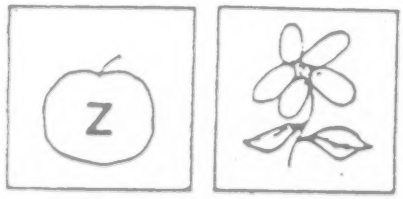
STANDARD	C	The student will demonstrate literal comprehension skills
SKILL	16	Follow written directions.
DIRECTIONS		Read the sentences in the box and do what you are told.

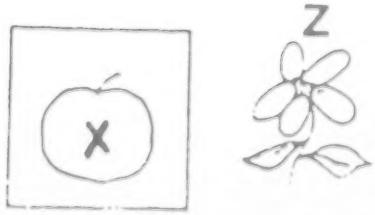
SAMPLE:

Mark an X in the apple.
Make a Z over the flower.
Make a box around the apple.

1. Now choose the answer that looks most like yours.





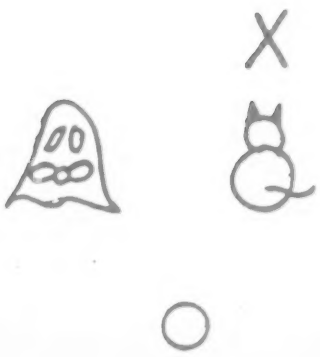


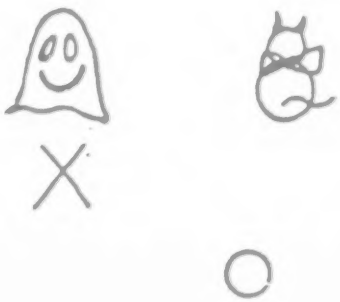
GO ON

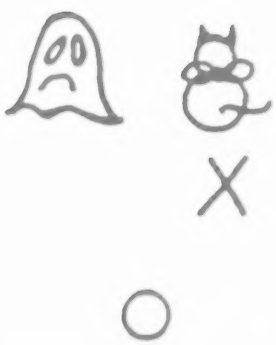
1.

Make a mouth on the gnost
Draw a bow on the cat.
Make an X under the ghost.

Now choose the answer that looks most like yours.





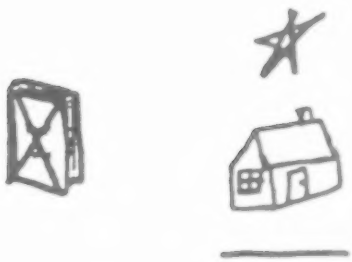


GO ON

2.

Draw a star over the house.
Make an X on the book.
Draw a line under the house.

Now choose the answer that looks the most like yours.



STOP

MASTERY 4/5	STUDENT SCORE	90

NAME _____ DATE _____ GRADE _____

STANDARD	E	The student will demonstrate evaluative comprehension skills.
SKILL	22	Distinguish between real and unreal actions or events in a paragraph.
DIRECTIONS		Read the story and choose the answer that could not really happen.

1.

The cowboy put his coat on very carefully. He had fallen off his horse and hurt his arm. His horse was called Spot because it was green and orange.

What could not really happen?

- ○ The cowboy hurt his arm.
- ○ The color of the horse was green and orange.
- ○ The cowboy put his coat on very carefully.
- ○ The horse was named Spot.

2.

The mother duck and four baby ducks swam in the water. Then the mother duck danced with a pig. The baby ducks went to sleep in the grass.

What could not really happen?

- ○ The baby ducks went to sleep.
- ○ The baby ducks swam.
- ○ The mother duck swam.
- ○ The duck danced with a pig.

3.

Mrs. Smith works hard. She is a nurse. She nurses a box of candy.

What could not really happen?

- ○ Mrs. Smith works.
- ○ Mrs. Smith is a nurse.
- ○ Mrs. Smith nurses candy.
- ○ Mrs. Smith works hard.

GO ON

4.

Bob got a puppy from his dad. He put it into a pen. The puppy said, "Thank you."

What could not really happen?

- Bob got a puppy.
- He put the puppy in a pen.
- Bob's dad gave him a puppy.
- The puppy said, "Thank you."

5.

Billy had a toy cat made out of wood. It was black and white. Billy liked to play with it in his back yard. One day the toy cat had kittens.

What could not really happen?

- Billy had a toy cat made out of wood.
- Billy liked to play with the cat.
- One day the cat had kittens.
- The cat was black and white.

STOP

MASTERY 5/6	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

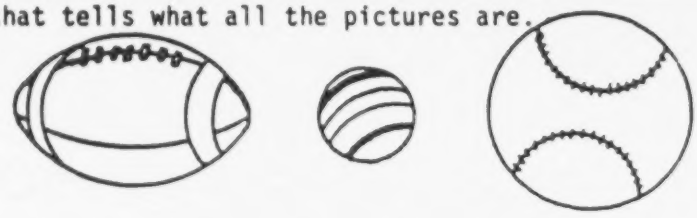
STANDARD B — The student will organize objects and information into logical groupings and orders.

SKILL 13 — Classify pictures and shapes under appropriate headings.

DIRECTIONS — Choose the word that tells what all the pictures are.

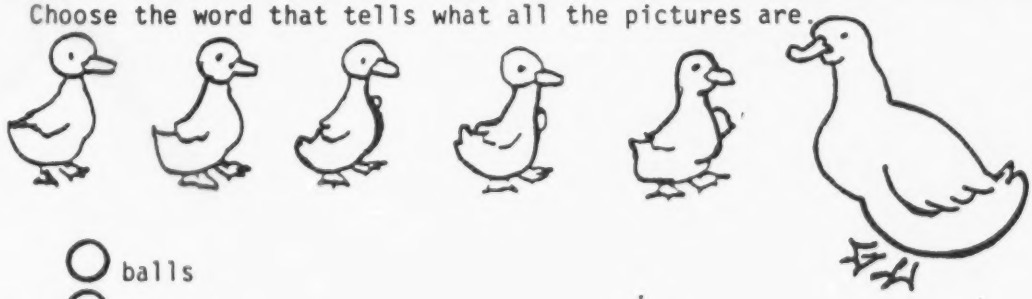
SAMPLE:

Choose the word that tells what all the pictures are.



- ○ balls
- ○ books
- ○ cars
- ○ letters

1. Choose the word that tells what all the pictures are.



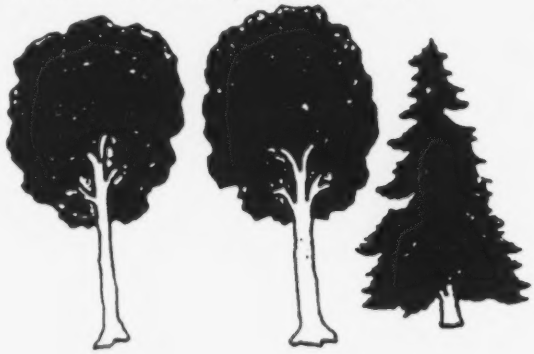
- ○ balls
- ○ books
- ○ dolls
- ○ ducks

GO ON

2. Choose the word that tells what all the pictures are.

- flowers
- girls
- puppies
- shoes

3. Choose the word that tells what all the pictures are.



- three
- trees
- train
- this

4. Choose the word that tells what all the pictures are.

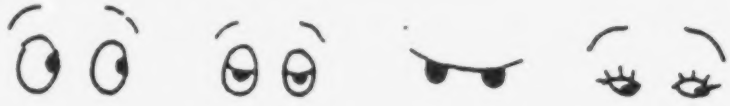
- flew
- fountain
- forest
- flowers

GO ON

5. Choose the word that tells what all the pictures are.

- eagle
- eggs
- ears
- elephant

6. Choose the word that tells what all the pictures are.



- eyes
- mouth
- ears
- eggs

STOP

MASTERY 3/3	STUDENT SCORE

95

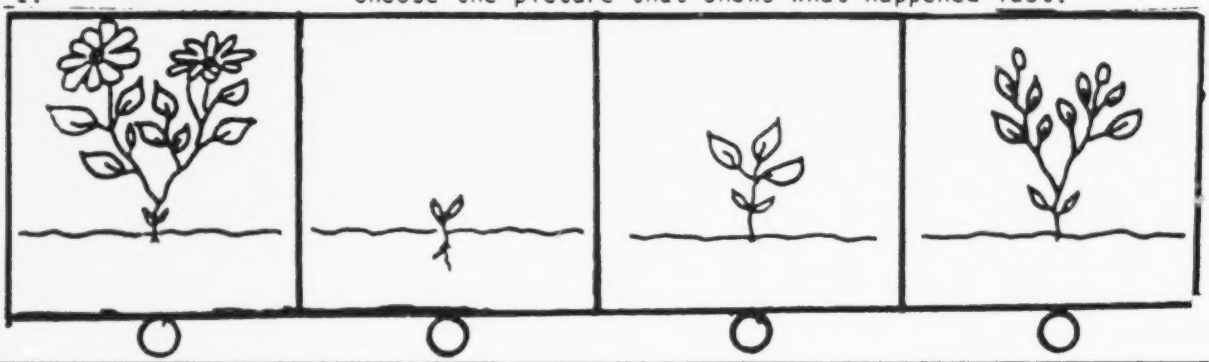
NAME _____ DATE _____ GRADE _____

STANDARD B — The student will organize objects and information into logical sequential pattern.

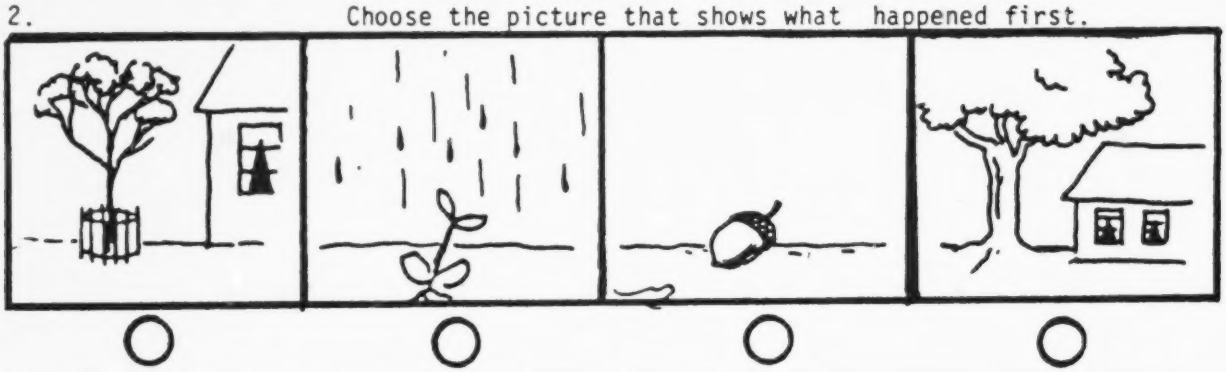
SKILL 14 — Arrange a group of four pictures into an appropriate sequential pattern.

DIRECTIONS — Choose the picture that shows what comes first or last.

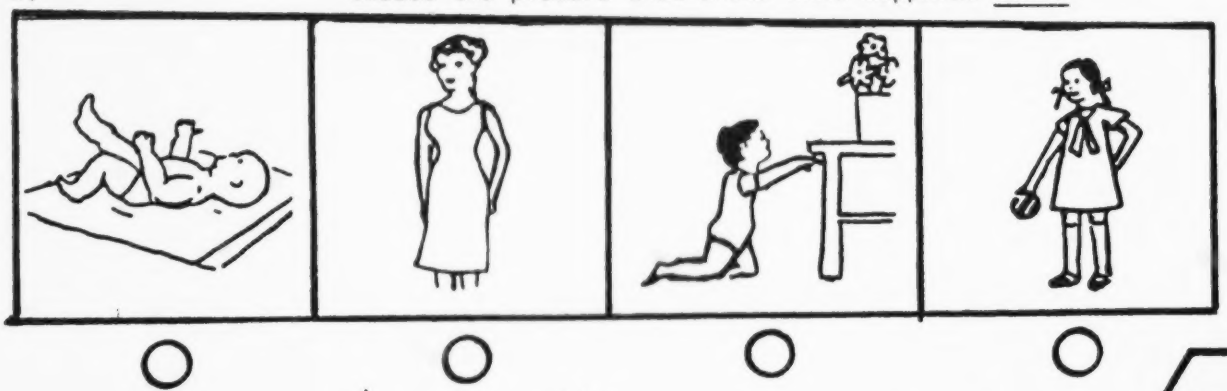
1. Choose the picture that shows what happened last.



2. Choose the picture that shows what happened first.



3. Choose the picture that shows what happened last.

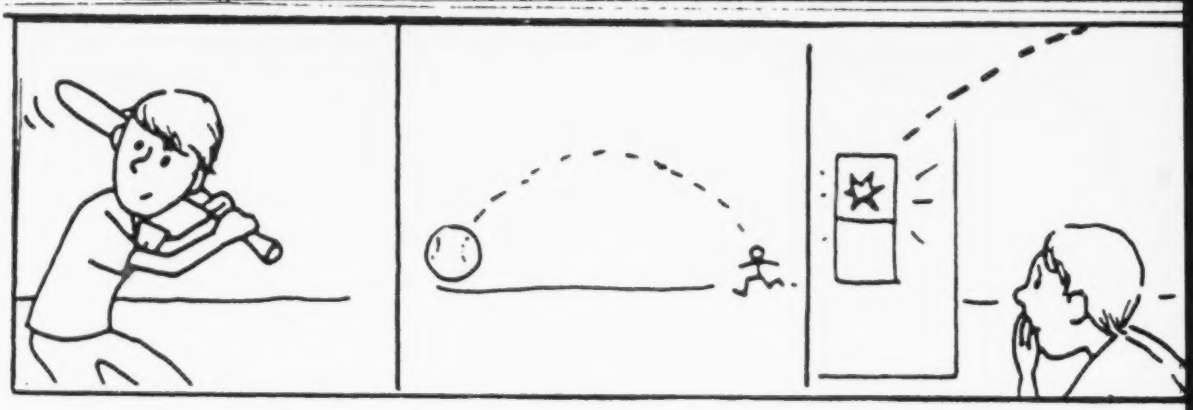


STOP

MASTERY 3/3	STUDENT SCORE	≥ 96

NAME _____ DATE _____ GRADE _____

STANDARD	C	The student will write a paragraph expressing ideas clearly.
SKILL	21	Dictate a logical sequence of events based on pictorial representations.
DIRECTIONS		These pictures are in order and tell a story. Look at the pictures.



Choose the sentence that tells what happened first.

- ○ The ball went very far.
- ○ The ball went through the window.
- ○ The boy was ready to bat the ball.

2.

Choose the picture that tells what happened last.

- ○ The boy's mother was angry.
- ○ The boy saw the good cookies.
- ○ The boy ate all of them.

GO ON

3.

Choose the sentence that tells what happened <u>first</u>.

- ○ Sue unwrapped the gift.
- ○ Sue got a pretty gift.
- ○ Sue got an empty box.

STOP

MASTERY	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD D: The student will write for the purpose of supplying necessary information.

SKILL 27: Copy an invitation, notice, or announcement.

DIRECTIONS: Read and copy neatly.

SAMPLE:

NOTICE:

You will want to own this brown and white female puppy. She is free if you give her a good home. Call 488-6046.

1.

Yard Sale - Three families yard sale at 353 Mary Street, Punta Gorda, Florida. September 10, 1986 from 9:00 a.m. - 4:00 p.m.

2.

Black and white kitten for give away. She will need shots and a new home. Call 639-6789 any morning.

3.

Like new bike for sale - Call 685-7321 for more information. $25.00

4.

1975 Go Mobile, low mileage, mint condition, red and white, one owner. For more information call 677-1236. Any evening after 6 p.m.

STOP

MASTERY	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD E The student will write letters and messages.

SKILL 34 Dictate the contents of a friendly letter.

DIRECTIONS

SAMPLE EXERCISE:

Have the students dictate the contents of a friendly letter (e.g., to the principal, a room mother, or parent) describing a recent class activity. Then have them copy the final letter for distribution.

LETTER SAMPLES FOR DICTATION:

Dear Mrs. Shelton,

Thank you for helping our class with the Learning Fair.

Your friends,
Mrs. Doe's Second Grade

Dear Mrs. Jones,

Thanks for the stickers you gave me when I finished my work last week. You made me happy.

Your friend,
Henry

Dear Mr. Jeff,

It was nice of you to clean our room after the Halloween Party. We are sorry we left it so messy.

Your friends,
Mrs. Hof's Third Grade Class

GO ON

Dear Mrs. Dean's Class,

The program in the cafeteria given by your class was fun to watch. It was funny! Will you do it again sometime?

Your schoolmates,
Mrs. McGregor's Class

MASTERY	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD	E	The student will write letters and messages.
SKILL	35	Copy a friendly letter.
DIRECTIONS		Find the mistakes in this letter. Then write the letter correctly.

322 cloverdale
cedar Lake, indiana 46303
May 2 1985,

Dear Maryanne, I have some exciting news. Do you know what will happen next month? There is going to be a hot air balloon race here. People are coming from all over the country to Cedar Lake. They are all bringing balloons. Your friend, Wally

MASTERY 2/2	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD F The student will fill out common forms.

SKILL 42 Complete forms requesting name and age.

DIRECTIONS Mark the bubble under the correctly filled out form.

1. Ed Jones is 8 years old. He has filled out the football pass the coach gave him. Which card is correct?

FOOTBALL PASS
Jones
NAME
8
AGE

○

FOOTBALL PASS
8
NAME
Ed Jones
AGE

○

FOOTBALL PASS
NAME
8
AGE

○

FOOTBALL PASS
Ed Jones
NAME
8
AGE

○

GO ON

2. Jill Baker filled out her theater pass. It expires in one year. Which card is filled out right?

THEATER PASS Jill Baker NAME DATE EXPIRES	*THEATER PASS* NAME 9/10/88 9/10/89 DATE EXPIRES
THEATER PASS Jill Baker NAME 9/10/88 9/10/89 DATE EXPIRES	*THEATER PASS* 9/10/88 9/10/89 NAME Jill Baker DATE EXPIRES

STOP

MASTERY 8/9	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD G The student will spell correctly.

SKILL 8 Spell words needed in writing through grade two.

DIRECTIONS Look at the list of words on your paper and choose the correctly spelled word. Be sure to look at all the words before you fill in the bubble beside the correctly spelled word.

SAMPLE: The _____ is bright tonight.
- ○ mon
- ○ mone
- ○ moon
- ○ mun

1. ___, I can't play now.
- ○ Un
- ○ Nu
- ○ On
- ○ No

2. I am going _____.
- ○ hom
- ○ heom
- ○ home
- ○ him

3. My uncle drives a _____.
- ○ sub
- ○ bus
- ○ su
- ○ us

4. They rode in a _____.
- ○ kar
- ○ war
- ○ car
- ○ tar

5. The _____ is long.
- ○ road
- ○ read
- ○ reed
- ○ roob

6. My _____ is tall.
- ○ bother
- ○ botle
- ○ brother
- ○ brown

7. It might _____ today.
- ○ rane
- ○ reen
- ○ rain
- ○ rean

8. The show started on _____.
- ○ trick
- ○ three
- ○ thy
- ○ time

9. My sister rides a _____ on her farm.
- ○ herse
- ○ hors
- ○ horse
- ○ hourse

STOP

SUBJECT: Writing

STANDARD: G - The student will spell correctly.

SKILL: 49 - Spell his/her own first and last name.

INSTRUCTIONAL SUGGESTIONS:

It is realistic to ask students to spell their first and last names correctly and to use the full name on all papers, thus insuring practice. The skill can easily be taught in combination with F-42 and F-43.

SSAT CLARIFICATION:

SSAT specifications have not been developed for this skill at this time. The sample exercise(s) below is an example of those a classroom teacher can use, along with other activities, to evaluate student mastery of this skill.

SAMPLE EXERCISE:

Have the child write his name, age, and home telephone number on simple forms such as the following:

NAME _____ AGE _____

STREET ADDRESS _____

CITY, STATE, ZIP _____

_____

TELEPHONE: _____

MASTERY 5/6	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD G The student will spell correctly.

SKILL 50 Write the letters of the alphabet in sequence.

DIRECTIONS The letters below are in ABC order. Choose the letter that goes in the blank.

1. g h ___ j k l ○ f ○ i ○ l ○ k	2. j k l ___ n ○ m ○ k ○ j ○ x
3. n ___ p q r s ○ b ○ d ○ p ○ o	4. p q r ___ t u ○ p ○ s ○ u ○ n
5. s t u ___ w x ○ i ○ v ○ f ○ l	6. u v ___ x y z ○ f ○ w ○ l ○ n STOP

MASTERY 5/6	STUDENT SCORE

NAME_____ DATE_____ GRADE_____

STANDARD	H	The student will punctuate correctly.
SKILL	62	Use a period or question mark to punctuate simple declarative or interrogative sentences, respectively.
DIRECTIONS		Choose the sentence that ends correctly.

1.	◯ Why is my answer wrong. ◯ Why is my answer wrong? ◯ Why is my answer wrong ◯ Why is my answer wrong,	2.	◯ Put your feet on the floor. ◯ Put your feet on the floor, ◯ Put your feet on the floor? ◯ Put your feet on the floor
3.	◯ Tina marched in a parade? ◯ Tina marched in a parade ◯ Tina marched in a parade. ◯ Tina marched in a parade,	4.	◯ What is your favorite food ◯ What is your favorite food, ◯ What is your favorite food. ◯ What is your favorite food?
5.	◯ Please take your seats. ◯ Please take your seats, ◯ Please take your seats ◯ Please take your seats?	6.	◯ My trip starts on June 15, ◯ My trip starts on June 15. ◯ My trip starts on June 15 ◯ My trip starts on June 15?

STOP

MASTERY 5/6 | STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD I: The student will capitalize correctly.

SKILL 70: Capitalize the first letter of the first word of a sentence, the pronoun "I", and the first letters in the names of persons.

DIRECTIONS: Read the sentence in each box. Choose the word that should begin with a capital letter.

1. Linda and i will go to the store.
- ○ go
- ○ to
- ○ i
- ○ and

2. parrots talk like people.
- ○ people
- ○ parrots
- ○ talk
- ○ like

3. the banana feels mushy.
- ○ mushy
- ○ banana
- ○ feels
- ○ the

4. Doesn't george sound happy?
- ○ sound
- ○ george
- ○ happy
- ○ Doesn't

5. Mother and i went to the lake.
- ○ to
- ○ and
- ○ went
- ○ i

6. the town is by the sea.
- ○ the
- ○ by
- ○ sea
- ○ town

STOP

MASTERY	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD J The student will write legibly.

SKILL 76 Use legible manuscript handwriting.

DIRECTIONS Use your best handwriting to copy this story. Draw a picture to go with the story.

There was once an old house at the top of a hill. The only animals to visit the house were goats. The goats liked to go into the house to get warm when it snowed. One snowy evening the wind blew the house down. No one missed the old house except the goats.

STOP

SUBJECT: Writing

STANDARD: J - The student will write legibly.

SKILL: 77 - Group letters to form words.

DIRECTIONS: Have students write a funny ending for each sentence.

INSTRUCTIONAL SUGGESTIONS:

While students may be able to form single letters in good style, the proper spacing of letters to form words causes difficulty. Here again, meaningful practice can occur in all written assignments if students are held to strong standards.

SSAT CLARIFICATION:

SSAT specifications have not been developed for this skill at this time. The sample exercise(s) below is an example of those a classroom teacher can use, along with other activities, to evaluate student mastery of this skill.

SAMPLE EXERCISE:

Have students write a funny ending for each sentence.

1. When I drink milk I --------.
2. My dog bit me because --------.
3. I'm glad you are not hurt because --------.
4. We saw a squirrel eating nuts in a tree while----------.
5. Sam ran down the road until----------.
6. We heard a strange noise in the attic but --------.
7. When you go to the fair don't forget to ----------.
8. It is cold and windy but----------.
9. The car was going down the street when ---------.
10. She couldn't hit the ball because---------.
11. When I look out of a window I----------.
12. Save the money while I ----------.
13. I hit the rat because ----------.
14. The lad sat on Dad's lap while ----------.

SUBJECT: Writing

STANDARD: J - The student will write legibly.

SKILL: 78 - Space words to form sentences.

DIRECTIONS: Separate words to make correct forms.

INSTRUCTIONAL SUGGESTIONS:

Spacing words to form sentences builds upon skill J-77. The need for realistic practice in all writing assignments helps students make the transition from copied material to their own sentences.

SSAT CLARIFICATION:

SSAT specifications have not been developed for this skill at this time. The sample exercise(s) below is an example of those a classroom teacher can use, along with other activities, to evaluate student mastery of this skill.

SAMPLE EXERCISE:

Separate words to make correct word forms.

1. Drawsixpuppies.
2. Makeapurplecow.
3. Whoisriding?
4. Thehouseissmall.
5. TherabbitisTerry'spet.
6. Willthebirdgetcaught.
7. RuthandTomrodetoschool.
8. Theboxislight.
9. Thereisnooneontheslide.
10. Jimiswashinghisdog.
11. Thebedislowandwide.
12. Theteacheriswriting.
13. Schoolisoverfortheday.
14. Itmightraintoday.
15. Itissnowingnow.

MASTERY 5/6	STUDENT SCORE

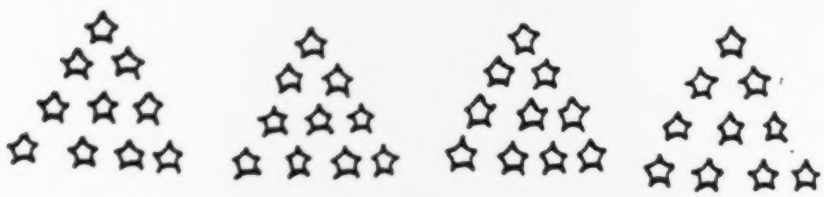
NAME _____ DATE _____ GRADE _____

STANDARD	A	The student will read and write numerals.
SKILL	1	Count the number of objects in a set of less than 100 objects.
DIRECTIONS		Fill in the bubble next to the correct answer.

1. How many trees are there?

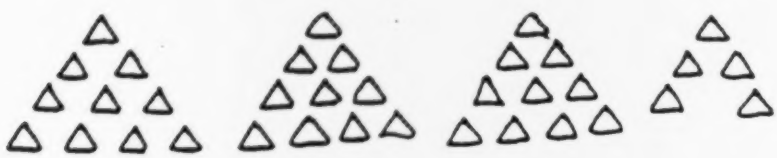
- ○ 10
- ○ 11
- ○ 12
- ○ 13

2. How many stars are there?



- ○ 4
- ○ 14
- ○ 40
- ○ 44

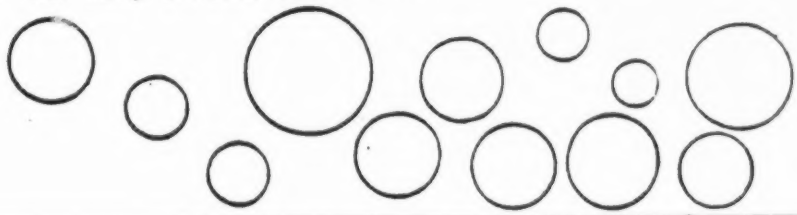
3. How many triangles are there?



- ○ 15
- ○ 35
- ○ 50
- ○ 53

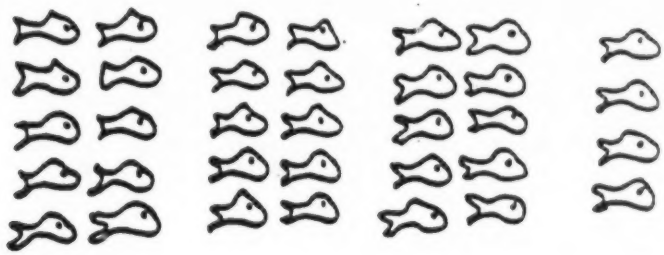
GO ON

4. How many circles are there?



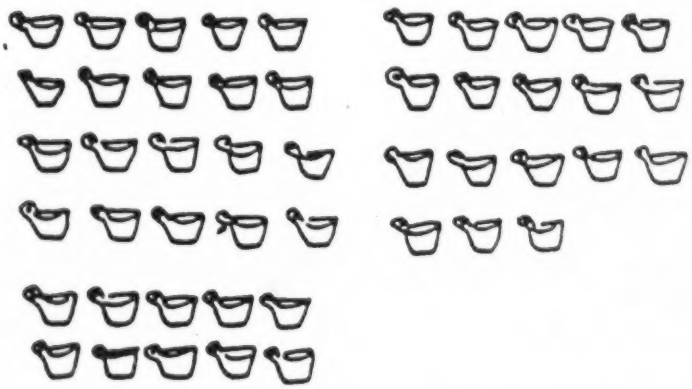
- ○ 45
- ○ 12
- ○ 54
- ○ 32

5. How many fish are there?



- ○ 23
- ○ 31
- ○ 34
- ○ 43

6. How many cups are there?



- ○ 24
- ○ 38
- ○ 42
- ○ 48

STOP

DICTATION SHEET

SAMPLE ITEM(S):

For questions 1 and 2, I will say a number twice. You are to choose each number that I say and mark the bubble next to the right answer in your test booklet.

Put your finger on the star. Number 1. Which is eighty-two? (Pause) Which is eighty-two? (Pause)

Printed on student sheet:

1. 28
80
82
802

Read by teacher, not printed on student sheet.

Put your finger on the hand. Number 2. Which is forty-one? (Pause) Which is forty-one? (Pause)

Printed on student sheet:

2. 401
41
40
14

M-A-2-1		M-A-2-2	M-A-2-3	M-A-2-4
Sample star	82	1. 0	1. 30	1. 17
Sample hand	41	2. 19	2. 41	2. 26
ball	20	3. 6	3. 26	3. 51
icecream	91	4. 80	4. 80	4. 34
fish	52	5. 97	5. 53	5. 47
apple	45	6. 52	6. 62	6. 19
leaf	33	7. 16	7. 38	7. 59
banana	27	8. 78	8. 12	8. 68
plate	80	9. 37	9. 63	9. 75
block	62	10. 46	10. 35	10. 63
flower	56	11. 20	11. 23	11. 98
scissors	19	12. 99	12. 72	12. 86

MASTERY 10/10	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD A The student will read and write numerals.

SKILL 2 Read and write the numeral for any given whole number less than 100.

DIRECTIONS Mark the bubble next to the correct answer.

SAMPLES:

1.
   - ○ 28
   - ○ 80
   - ○ 82
   - ○ 802

- ○ 15
- ○ 40
- ○ 45
- ○ 50

- ○ 26
- ○ 56
- ○ 76
- ○ 86

2.
   - ○ 401
   - ○ 41
   - ○ 40
   - ○ 14

- ○ 3
- ○ 30
- ○ 33
- ○ 53

- ○ 19
- ○ 90
- ○ 91
- ○ 99

- ○ 2
- ○ 12
- ○ 20
- ○ 22

- ○ 27
- ○ 40
- ○ 47
- ○ 87

- ○ 9
- ○ 19
- ○ 90
- ○ 91

- ○ 18
- ○ 78
- ○ 80
- ○ 89

- ○ 5
- ○ 15
- ○ 25
- ○ 52

- ○ 16
- ○ 26
- ○ 62
- ○ 92

DICTATION SHEET

SAMPLE ITEM(S):

Read by teacher, not printed on student sheet.

For the sample question, I will say a number twice. You are to choose the word name for the number that I say and mark the bubble next to the right answer on your test sheet.

Look at the sample. Which is the word seven? (Pause) Which is the word seven? (Pause)

Printed on student sheet.

1. ○ two
   ○ four
   ○ seven
   ○ nine

M-A-3-1	M-A-3-2	M-A-3-3	M-A-3-4
Sample	1. two	1. four	1. five
1. four	2. four	2. two	2. ten
2. six	3. six	3. six	3. two
3. three	4. eight	4. zero	4. four
4. five	5. ten	5. nine	5. six
5. seven	6. three	6. three	6. seven
6. eight	7. seven	7. seven	7. zero
7. five	8. six	8. ten	8. one
8. nine	9. one	9. three	9. three
9. zero	10. nine	10. one	10. six
10. one	11. ten	11. four	11. nine
11. four	12. zero	12. six	12. eight

MASTERY 11/11	STUDENT SCORE

NAME_____ DATE_____ GRADE_____

STANDARD A The student will read and write numerals.

SKILL 3 Read and write word names for whole numbers less than 10.

DIRECTIONS Fill in the bubble next to the correct answer.

SAMPLE:	○ two ○ four ○ seven ○ nine	4.	○ four ○ five ○ eight ○ nine	8.	○ nine ○ five ○ seven ○ three
1.	○ four ○ three ○ two ○ one	5.	○ seven ○ six ○ four ○ three	9.	○ six ○ zero ○ four ○ five
2.	○ nine ○ seven ○ six ○ zero	6.	○ eight ○ six ○ four ○ three	10.	○ one ○ four ○ eight ○ nine
3.	○ six ○ four ○ three ○ one	7.	○ two ○ four ○ five ○ seven	11.	○ seven ○ six ○ four ○ two

STOP

MASTERY 10/12	STUDENT SCORE

NAME_____ DATE_____ GRADE_____

STANDARD C: The student will put numbers in order.

SKILL 18: Identify the smaller or larger of any two given whole numbers less than twenty.

DIRECTIONS: Read the question. Find the number that answers the question. Mark the correct answer.

1. Which number is larger? ○ 4 ○ 3	5. Which number is smaller? ○ 15 ○ 18	9. Which number is larger? ○ 12 ○ 17
2. Which number is smaller? ○ 6 ○ 19	6. Which number is larger? ○ 13 ○ 16	10. Which number is larger? ○ 13 ○ 18
3. Which number is larger? ○ 13 ○ 4	7. Which number is smaller? ○ 17 ○ 6	11. Which number is smaller? ○ 6 ○ 13
4. Which number is larger? ○ 11 ○ 7	8. Which number is smaller? ○ 5 ○ 15	12. Which number is larger? ○ 9 ○ 3

STOP

MASTERY 3/8	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD C — The student will put numbers in order.

SKILL 19 — Write the numeral that comes just before, just after, or between given whole numbers less than 100.

DIRECTIONS — Read the question. Find the number that answers the question (before, after, between). Mark the answer.

SAMPLES:

Which number comes just before 37?
- ○ 38
- ○ 36
- ○ 27
- ○ 26

Which number comes between 48 and 50?
- ○ 39
- ○ 47
- ○ 49
- ○ 51

1. Which number comes before 24?
- ○ 20
- ○ 23
- ○ 32
- ○ 35

2. Which number comes between 45 and 47?
- ○ 42
- ○ 44
- ○ 46
- ○ 48

3. Which number comes after 56?
- ○ 55
- ○ 57
- ○ 59
- ○ 65

4. Which number comes between 32 and 34?
- ○ 23
- ○ 29
- ○ 31
- ○ 33

5. Which number comes after 82?
- ○ 81
- ○ 83
- ○ 85
- ○ 87

6. Which number comes before 67?
- ○ 60
- ○ 64
- ○ 66
- ○ 68

7. Which number comes between 73 and 75?
- ○ 70
- ○ 72
- ○ 74
- ○ 76

8. Which number comes after 21?
- ○ 32
- ○ 20
- ○ 22
- ○ 19

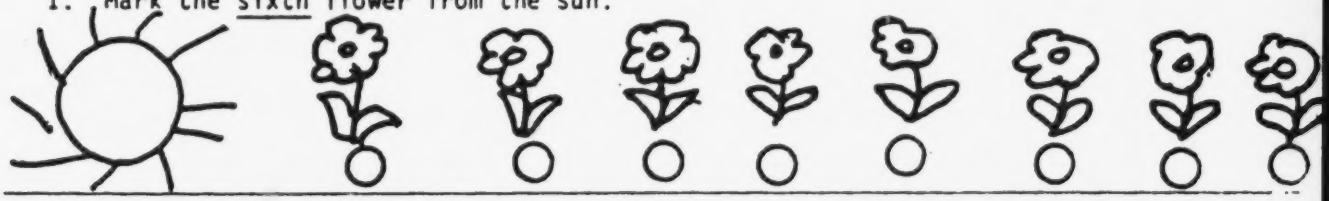
STOP

MASTERY 4/5	STUDENT SCORE

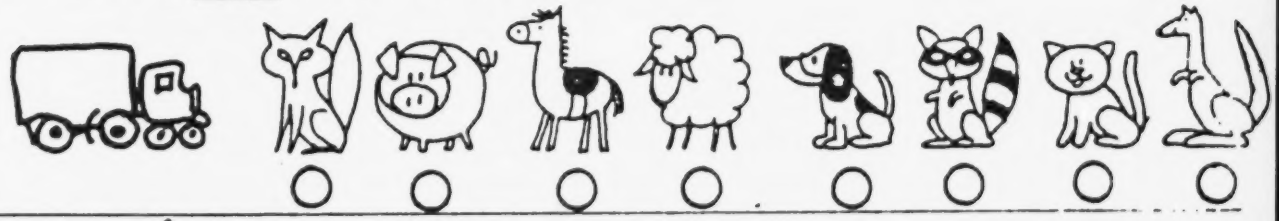
NAME _____ DATE _____ GRADE _____

STANDARD	C	The student will put numbers in order.
SKILL	20	Using a reference point, identify the ordinal position of any object in a set of no more than 10 objects.
DIRECTIONS		Read the sentence. Mark the answer.

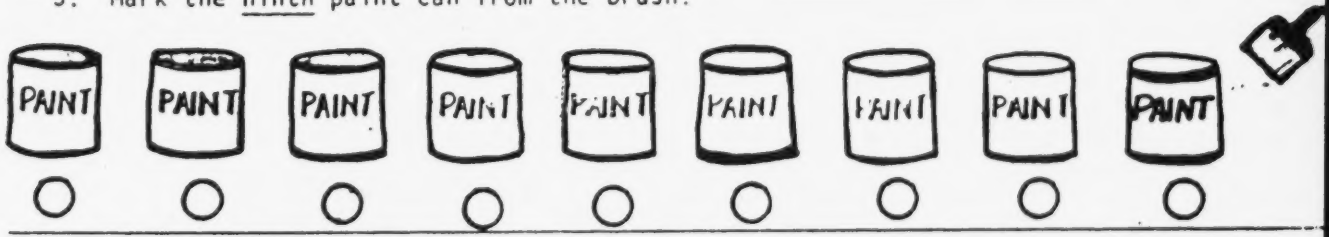
1. Mark the sixth flower from the sun.



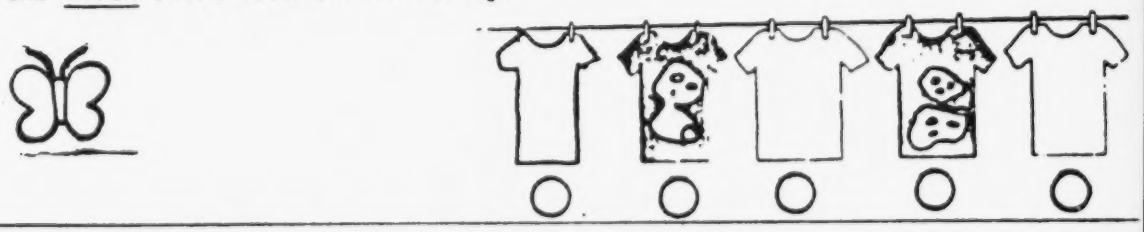
2. Mark the eighth animal from the truck.



3. Mark the ninth paint can from the brush.



4. Mark the fifth shirt from the butterfly.



5. Mark the tenth balloon from the box.

STOP

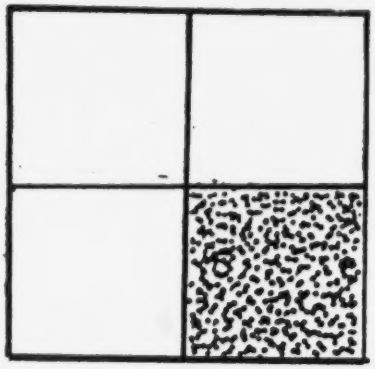
MASTERY 2/2	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD	D	The student will determine equivalent forms of fractions, decimals, and percents.
SKILL	25	Identify one-half, one-third, or one-fourth of a given region.
DIRECTIONS		Read the question. Mark the answer.

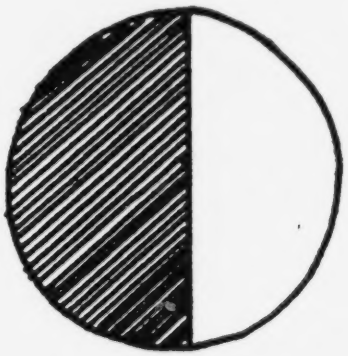
SAMPLES:

What part of the square is shaded?



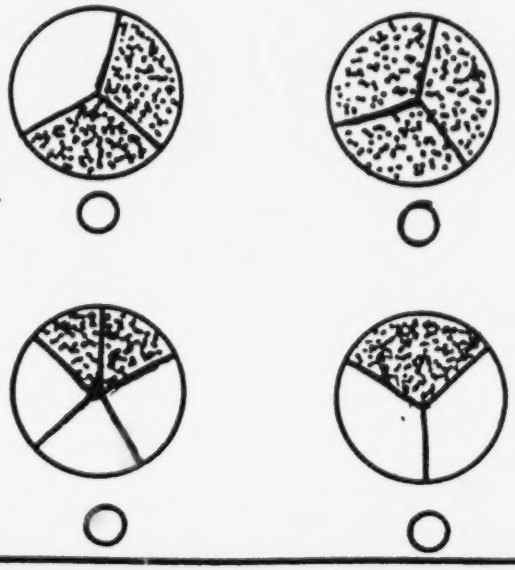
- ○ 1/4
- ○ 1/3
- ○ 3/1
- ○ 4/1

1. What part of the circle is shaded?

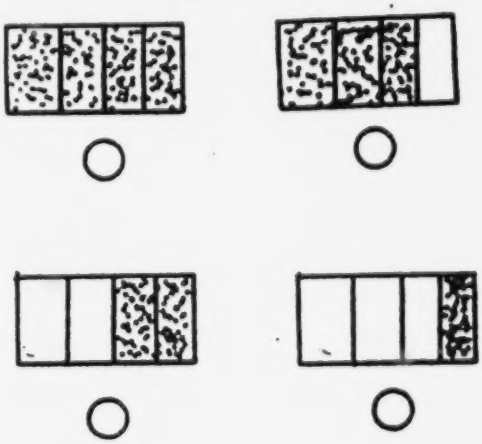


- ○ 2/3
- ○ 1/2
- ○ 1/4
- ○ 1/8

Which circle is 1/3 shaded?



2. Which rectangle is 1/4 shaded?



STOP

MASTERY 7/8	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD E — The student will add whole numbers.

SKILL 35 — Add two 1-digit numbers (basic facts) given in vertical and horizontal notation.

DIRECTIONS — Add. Mark the answer.

1. Add:

$$\begin{array}{r} 8 \\ +\ 1 \\ \hline \end{array}$$

○ 7
○ 8
○ 9
○ 10

2. Add:

$$\begin{array}{r} 7 \\ +\ 7 \\ \hline \end{array}$$

○ 15
○ 14
○ 13
○ 0

3. Add:

$$\begin{array}{r} 4 \\ +\ 0 \\ \hline \end{array}$$

○ 5
○ 4
○ 3
○ 0

4. Add:

$5 + 6 =$

○ 1
○ 10
○ 11
○ 56

5. Add:

$$\begin{array}{r} 1 \\ +\ 6 \\ \hline \end{array}$$

○ 5
○ 6
○ 7
○ 8

6. Add:

$1 + 8 =$

○ 9
○ 8
○ 7
○ 6

7. Add:

$$\begin{array}{r} 7 \\ +\ 2 \\ \hline \end{array}$$

○ 10
○ 9
○ 8
○ 5

8. Add:

$$\begin{array}{r} 5 \\ +\ 4 \\ \hline \end{array}$$

○ 1
○ 8
○ 9
○ 54

STOP

MASTERY 6/6	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD E — The student will add whole numbers.

SKILL 36 — Add three 1-digit numbers, sums through 18, given in vertical and horizontal notation.

DIRECTIONS — Add. Mark the answer.

SAMPLES:

Add:
4
1
+ 6

○ 5
○ 7
○ 10
○ 11

Add:

3 + 0 + 9 =

○ 309
○ 13
○ 12
○ 0

1. Add:

8
3
+ 2

○ 5
○ 11
○ 13
○ 14

2. Add:

1
5
+ 7

○ 14
○ 13
○ 12
○ 6

3. Add:

8 + 4 + 0 =

○ 0
○ 12
○ 13
○ 840

4. Add:

9 + 0 + 7 =

○ 907
○ 97
○ 61
○ 16

5. Add:

9 + 0 + 1 =

○ 901
○ 10
○ 9
○ 0

6. Add:

7 + 7 + 3 =

○ 14
○ 17
○ 19
○ 773

STOP

MASTERY 7/8	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD E The student will add whole numbers.

SKILL 37 Add a 2-digit number to a 2-digit number, without regrouping, given in a vertical and horizontal notation.

DIRECTIONS Add. Mark the answer.

1. Add:

$$\begin{array}{r} 65 \\ +\ 23 \\ \hline \end{array}$$

- ○ 6,523
- ○ 88
- ○ 42
- ○ 97

2. Add:

81 + 17 =

- ○ 8,117
- ○ 168
- ○ 98
- ○ 87

3. Add:

$$\begin{array}{r} 52 \\ +\ 46 \\ \hline \end{array}$$

- ○ 14
- ○ 98
- ○ 116
- ○ 5,246

4. Add:

11 + 48 =

- ○ 69
- ○ 54
- ○ 59
- ○ 14

5. Add:

36 + 12 =

- ○ 48
- ○ 57
- ○ 3,612
- ○ 24

6. Add:

$$\begin{array}{r} 26 \\ +\ 11 \\ \hline \end{array}$$

- ○ 15
- ○ 10
- ○ 38
- ○ 37

7. Add:

23 + 16 =

- ○ 19
- ○ 39
- ○ 64
- ○ 74

8. Add:

$$\begin{array}{r} 21 \\ +\ 65 \\ \hline \end{array}$$

- ○ 86
- ○ 58
- ○ 95
- ○ 68

STOP

MASTERY 6/6	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD E The student will add whole numbers.

SKILL 38 Add a 1-digit number to a 2-digit number, without regrouping, given in a vertical and horizontal notation.

DIRECTIONS Add. Mark your answer.

SAMPLES:

Add:

3 + 62 =

○ 65
○ 66
○ 92
○ 95

Add:

31
+ 6

○ 25
○ 37
○ 38
○ 97

1. Add:

62 + 2 =

○ 82
○ 64
○ 60
○ 46

2. Add:

31 + 7 =

○ 11
○ 27
○ 36
○ 38

3. Add:

23
+ 2

○ 7
○ 21
○ 25
○ 52

4. Add:

42 + 3 =

○ 45
○ 54
○ 63
○ 72

5. Add:

4 + 35 =

○ 39
○ 48
○ 84
○ 93

6. Add:

40
+ 7

○ 30
○ 43
○ 47
○ 74

STOP

MASTERY 7/8	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD F The student will subtract whole numbers.

SKILL 44 Subtract basic facts, sums through 18, given in a vertical and horizontal notation.

DIRECTIONS Subtract. Mark the answer.

1. Subtract:

8 - 7 =

- ○ 18
- ○ 12
- ○ 1
- ○ 15

2. Subtract:

17
- 8

- ○ 15
- ○ 12
- ○ 6
- ○ 9

3. Subtract:

5 - 0 =

- ○ 0
- ○ 10
- ○ 5
- ○ 12

4. Subtract:

12
- 4

- ○ 4
- ○ 16
- ○ 6
- ○ 8

5. Subtract:

7
- 7

- ○ 7
- ○ 14
- ○ 16
- ○ 0

6. Subtract:

13 - 6 =

- ○ 7
- ○ 6
- ○ 8
- ○ 9

7. Subtract:

9
- 6

- ○ 9
- ○ 3
- ○ 2
- ○ 15

8. Subtract:

11 - 7 =

- ○ 8
- ○ 4
- ○ 18
- ○ 16

STOP

MASTERY 7/8	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD F | The student will subtract whole numbers.

SKILL 45 | Subtract a 1-digit number from a 2-digit number, without regrouping, given in a vertical and horizontal notation.

DIRECTIONS | Subtract. Mark the answer.

1. Subtract:

$$\begin{array}{r} 58 \\ -\ 6 \\ \hline \end{array}$$

○ 64
○ 58
○ 53
○ 52

2. Subtract:

89 - 7 =

○ 12
○ 19
○ 82
○ 96

3. Subtract:

$$\begin{array}{r} 64 \\ -\ 3 \\ \hline \end{array}$$

○ 61
○ 37
○ 34
○ 31

4. Subtract:

75 - 4 =

○ 31
○ 35
○ 71
○ 79

5. Subtract:

$$\begin{array}{r} 37 \\ -\ 2 \\ \hline \end{array}$$

○ 39
○ 35
○ 17
○ 15

6. Subtract:

$$\begin{array}{r} 86 \\ -\ 2 \\ \hline \end{array}$$

○ 80
○ 82
○ 84
○ 86

7. Subtract:

54 - 2 =

○ 56
○ 52
○ 34
○ 32

8. Subtract:

$$\begin{array}{r} 49 \\ -\ 6 \\ \hline \end{array}$$

○ 42
○ 43
○ 44
○ 45

STOP

MASTERY 5/5	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD F The student will subtract whole numbers.

SKILL 46 Subtract two 2-digit numbers, without regrouping, given in vertical and horizontal notation.

DIRECTIONS Subtract. Mark the answer.

SAMPLES:

Subtract:

65 - 23 =

- ○ 33
- ○ 42
- ○ 53
- ○ 88

Subtract:

87
- 20

- ○ 107
- ○ 67
- ○ 60
- ○ 57

Subtract:

69
- 37

- ○ 32
- ○ 33
- ○ 92
- ○ 916

1. Subtract:

76
- 13

- ○ 89
- ○ 83
- ○ 63
- ○ 62

2. Subtract:

36
- 23

- ○ 13
- ○ 19
- ○ 53
- ○ 59

3. Subtract:

86 - 12 =

- ○ 98
- ○ 78
- ○ 74
- ○ 73

4. Subtract:

52
- 32

- ○ 20
- ○ 22
- ○ 31
- ○ 84

5. Subtract:

54 - 20 =

- ○ 62
- ○ 74
- ○ 30
- ○ 34

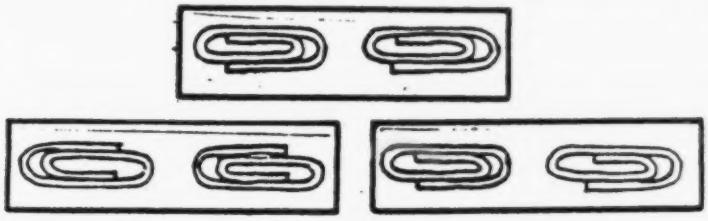
STOP

MASTERY 6/7	STUDENT SCORE	129

NAME _____ DATE _____ GRADE _____

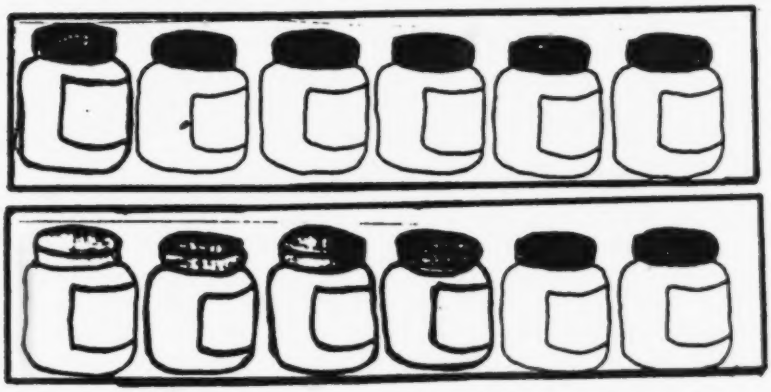
STANDARD	G	The student will multiply whole numbers.
SKILL	52	Determine the total number of objects when given sets of equal amounts, total not exceeding 12.
DIRECTIONS		Look at the sets. How many are there in all?

1. Look at the sets of clips. How many clips are there in all?



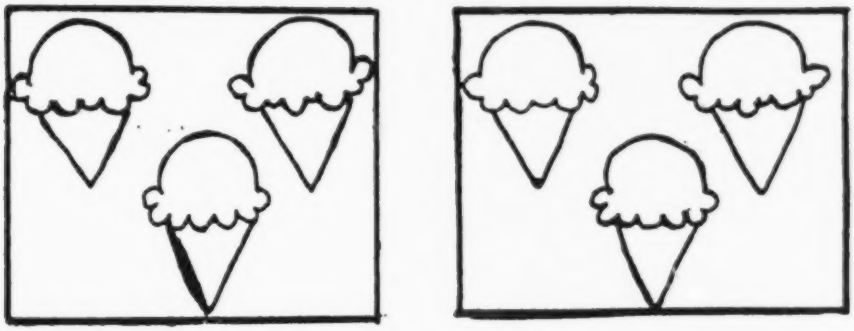
- ○ 3 clips
- ○ 2 clips
- ○ 6 clips
- ○ 12 clips

2. Look at the sets of jars. How many jars are there in all?



- ○ 2 jars
- ○ 12 jars
- ○ 6 jars
- ○ 8 jars

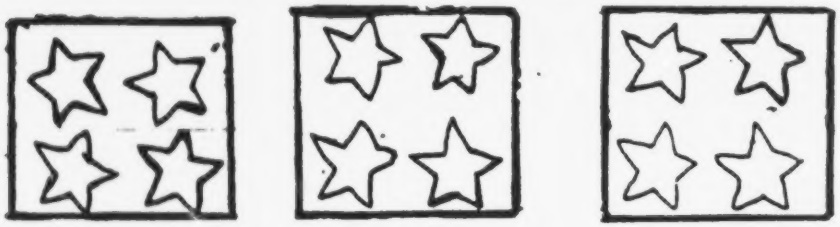
3. Look at the sets of ice cream cones. How many cones are there in all?



- ○ 2 cones
- ○ 12 cones
- ○ 3 cones
- ○ 6 cones

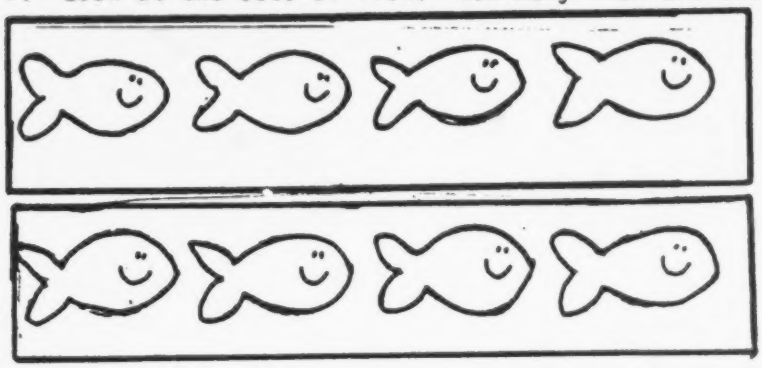
GO ON

4. Look at the sets of stars. How many stars are there in <u>all</u>?



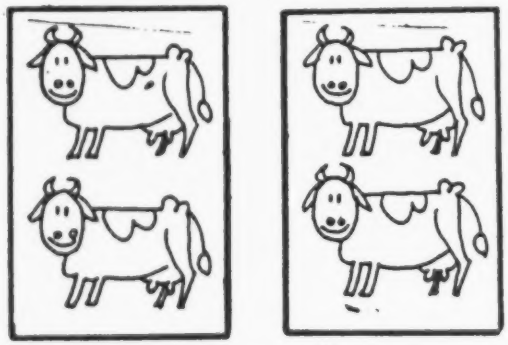
- ○ 6 stars
- ○ 2 stars
- ○ 12 stars
- ○ 10 stars

5. Look at the sets of fish. How many fish are there in <u>all</u>?



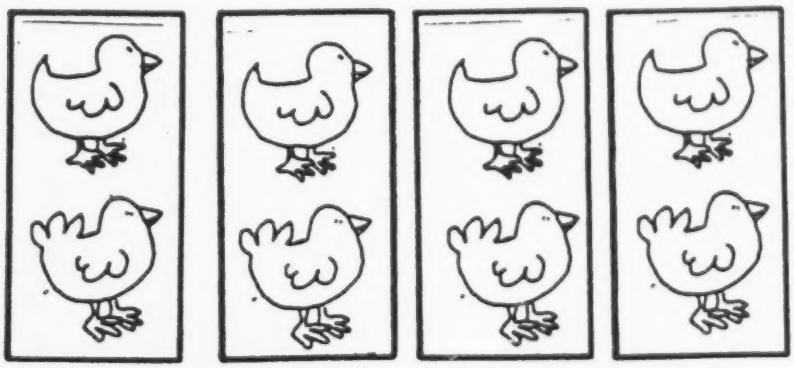
- ○ 8 fish
- ○ 2 fish
- ○ 4 fish
- ○ 10 fish

6. Look at the sets of cows. How many cows are there in <u>all</u>?



- ○ 2 cows
- ○ 4 cows
- ○ 6 cows
- ○ 8 cows

7. Look at the sets of chicks. How many chicks are there in <u>all</u>?



- ○ 2 chicks
- ○ 4 chicks
- ○ 6 chicks
- ○ 8 chicks

STOP

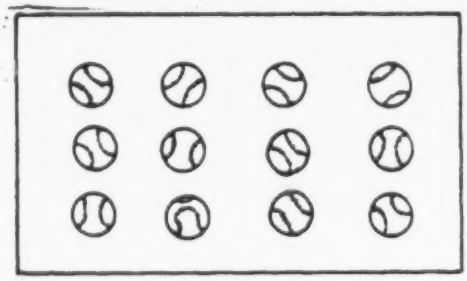
MASTERY 6/6	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD	H	The student will divide whole numbers.
SKILL	57	Group twelve or fewer objects into sets of equal amounts.(no remainders)
DIRECTIONS		Read and then mark your answer.

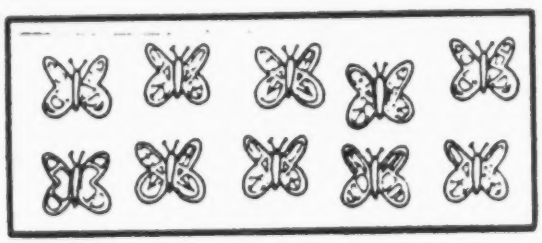
SAMPLE:

Draw a ring around set of 6 balls. How many sets of 6 balls did you make?



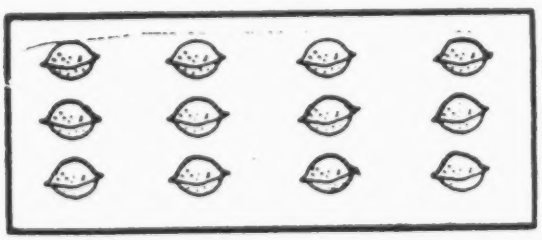
- 2 sets
- 3 sets
- 5 sets
- 6 sets

1. Draw a ring around sets of 2 butterflies. How many sets of 2 butterflies did you make?



- 2 sets
- 5 sets
- 10 sets
- 4 sets

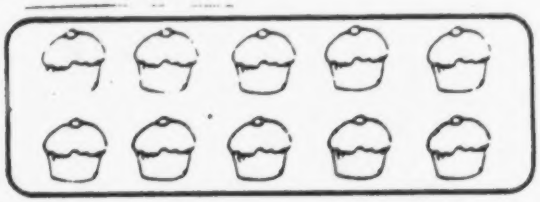
2. Draw a ring around sets of 3 nuts. How many sets of 3 nuts did you make?



- 4 sets
- 3 sets
- 5 sets
- 12 sets

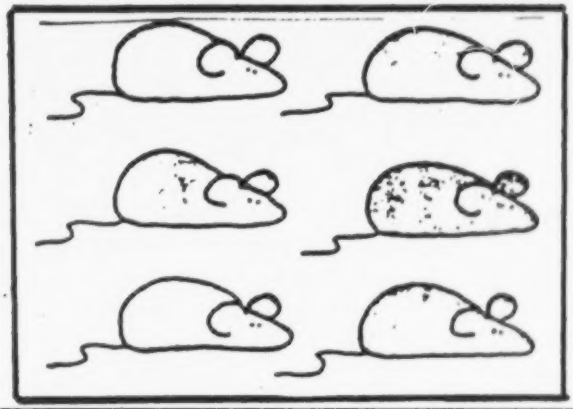
GO ON

3. Draw a ring around sets of 5 cupcakes. How many sets of 5 cupcakes did you make?



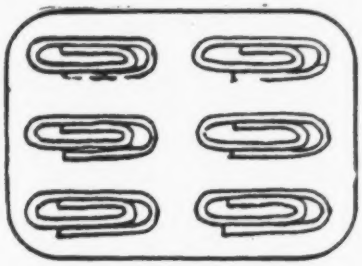
- 4 sets
- 10 sets
- 2 sets
- 5 sets

4. Draw a ring around sets of 2 mice. How many sets of 2 mice did you make?



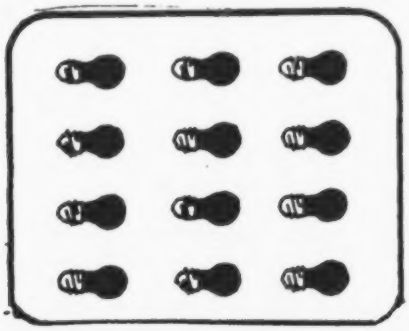
- 2 sets
- 4 sets
- 6 sets
- 3 sets

5. Draw a ring around sets of 3 clips. How many sets of 3 clips did you make?



- 3 sets
- 4 sets
- 2 sets
- 6 sets

6. Draw a ring around sets of 4 bulbs. How many sets of 4 bulbs did you make?



- 4 sets
- 3 sets
- 2 sets
- 12 sets

STOP

MASTERY 6/6	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD M — The student will measure time, temperature, distance, capactiy, and mass/weight.

SKILL 12 — State orally the days of the week in consecutive order.

DIRECTIONS — Read the question. Find the missing word. Mark your answer.

SAMPLE:

What day is missing?
Tuesday, _____, Thursday
- ○ Monday
- ○ Wednesday
- ○ Friday
- ○ Saturday

1. What day is missing?
_____, Monday, Tuesday
- ○ Thursday
- ○ Friday
- ○ Saturday
- ○ Sunday

2. What day is missing?
Friday, Saturday, _____
- ○ Saturday
- ○ Sunday
- ○ Monday
- ○ Thursday

3. What day is missing?
Wednesday, _____, Friday
- ○ Friday
- ○ Saturday
- ○ Thursday
- ○ Tuesday

4. What day is missing?
Monday, _____, Wednesday
- ○ Tuesday
- ○ Thursday
- ○ Saturday
- ○ Sunday

5. What day is missing?
Friday, _____, Sunday
- ○ Sunday
- ○ Saturday
- ○ Monday
- ○ Tuesday

6. What day is missing?
Sunday, _____, Tuesday
- ○ Friday
- ○ Saturday
- ○ Sunday
- ○ Monday

7. What day is missing?
Monday, Tuesday, _____
- ○ Thursday
- ○ Monday
- ○ Wednesday
- ○ Sunday

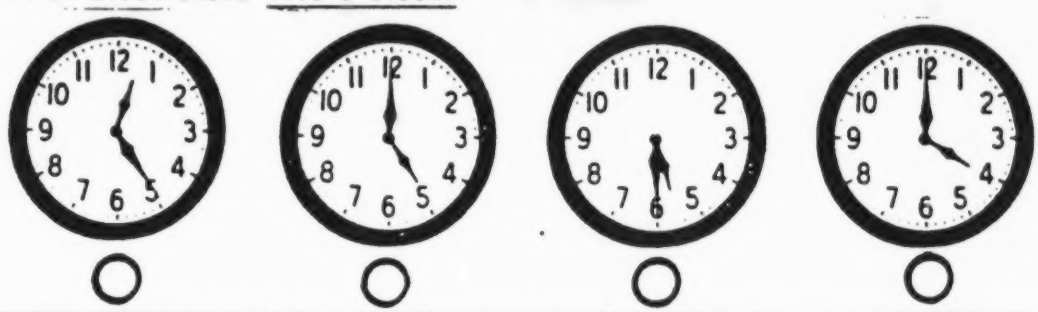
STOP

MASTERY 6/7	STUDENT SCORE

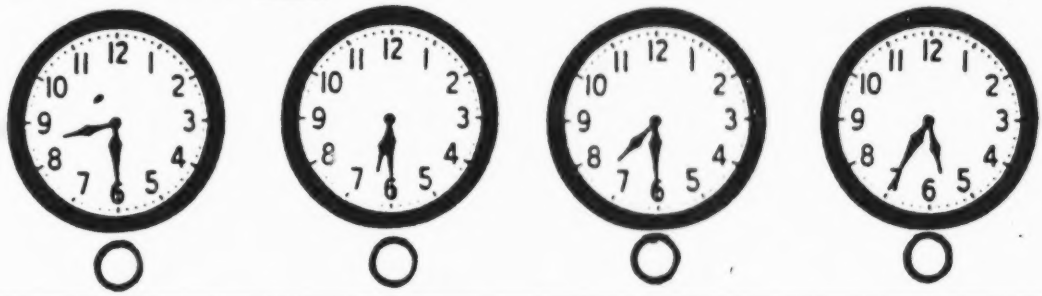
NAME _____ DATE _____ GRADE _____

STANDARD	M	The student will measure time, temperature, distance, capactiy, and mass/weight.
SKILL	83	Select a clock that shows a stated time on the hour and half-hour.
DIRECTIONS		Look at the clocks. Read the question. Mark your answer.

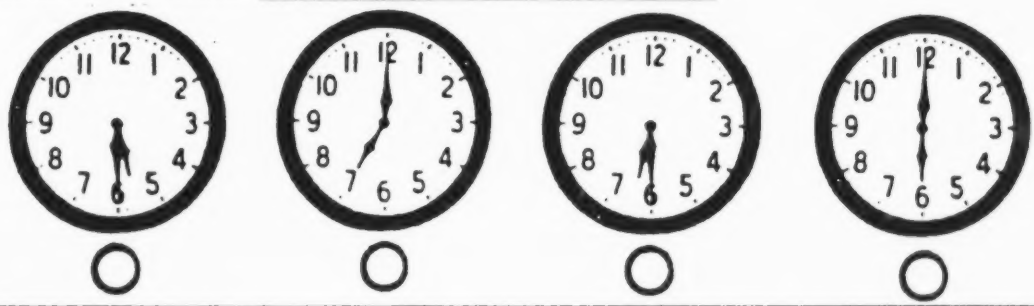
1. Which clock shows five o'clock?



2. Which clock shows 7:30?

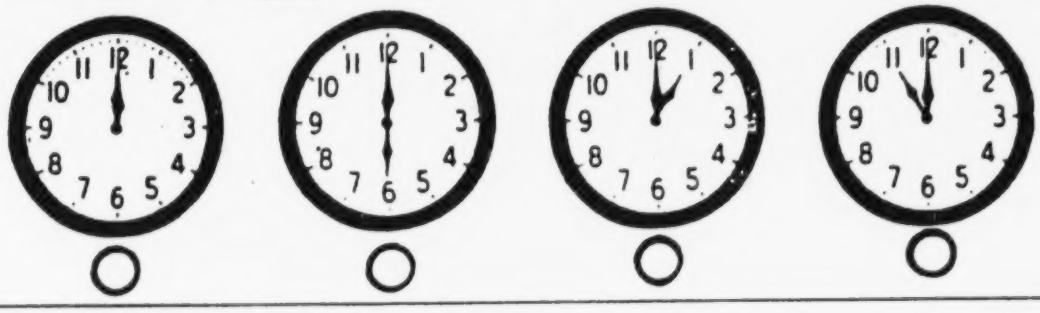


3. Which clock shows thirty minutes past six o'clock?

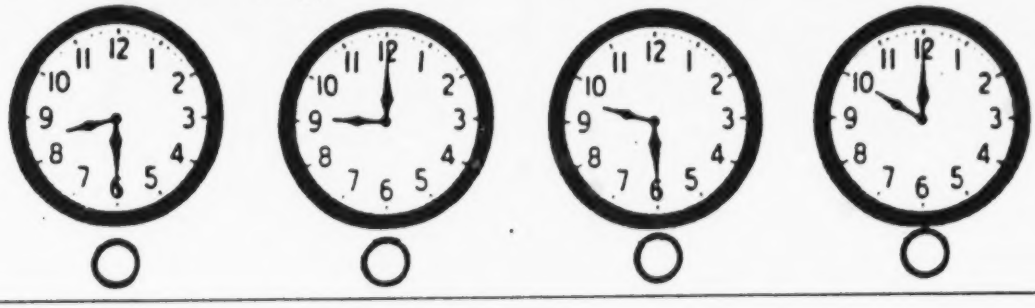


GO ON

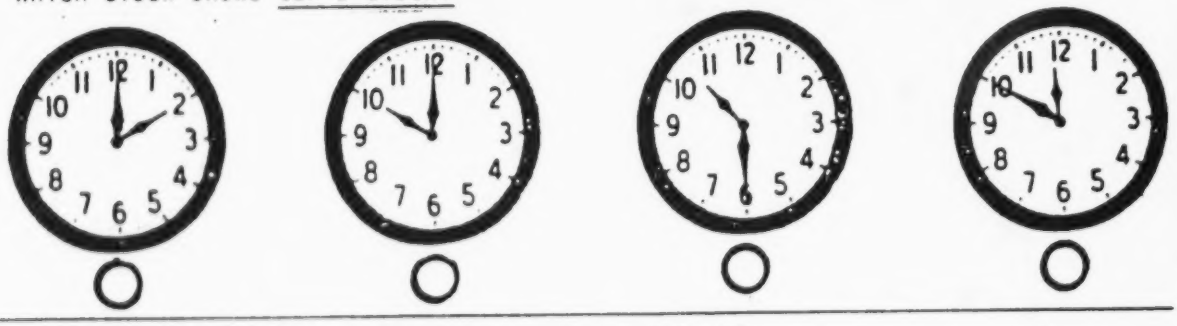
4. Which clock shows 12:00?



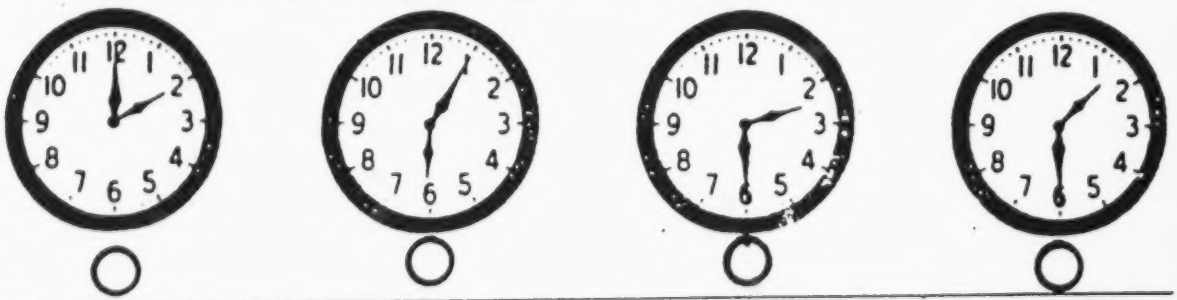
5. Which clock shows 9:30?



6. Which clock shows ten o'clock?



7. Which clock shows thirty minutes past one o'clock?



STOP

MASTERY 4/4	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

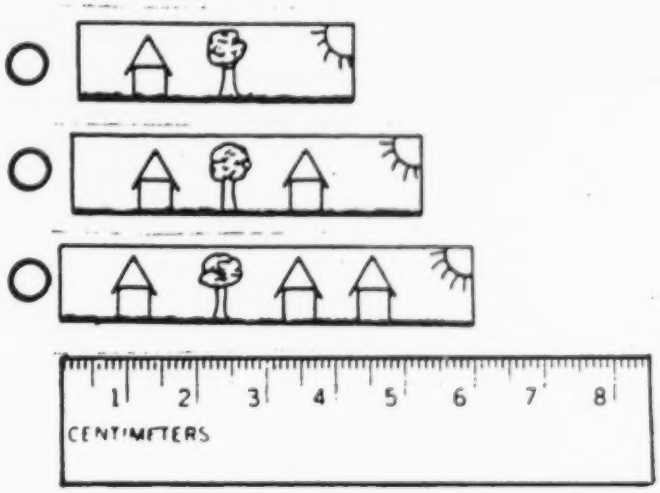
STANDARD M: The student will measure time, temperature, distance, capacity, and mass/weight.

SKILL 84: Use a given unit of measurement (inch, centimeter, nonstandard) to determine the length of an object in whole units.

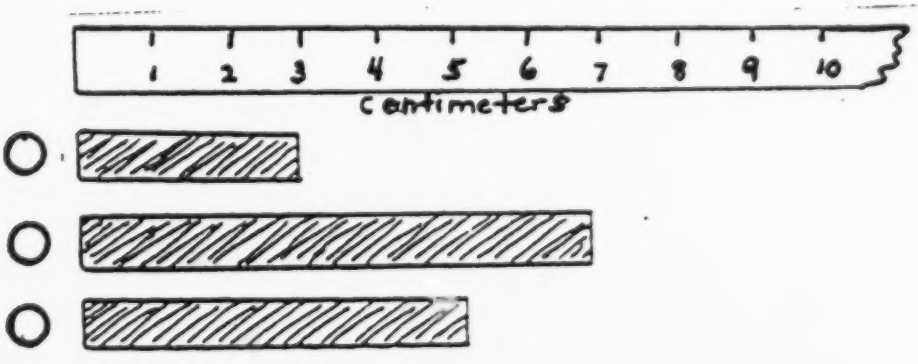
DIRECTIONS: Read the question. Mark the picture that answers the question.

SAMPLE:

Which picture is 5 centimeters long?

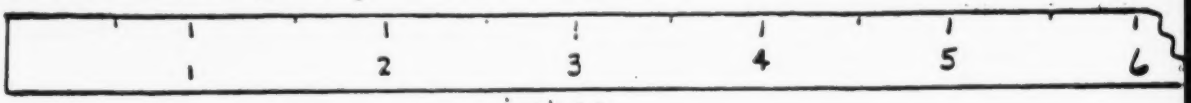


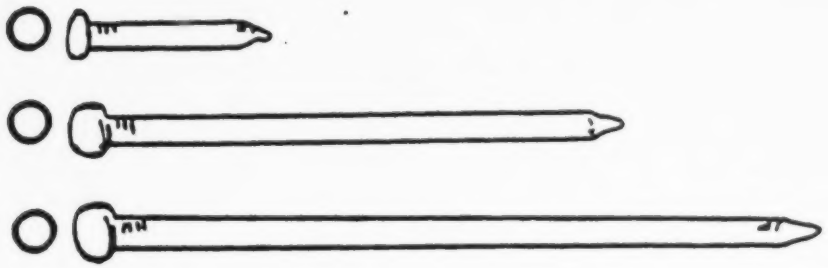
1. Which rectangle is 3 centimeters long?



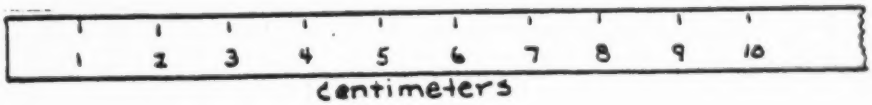
GO ON

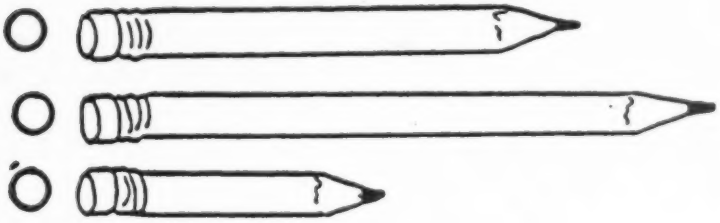
2. Which nail is 4 inches long?



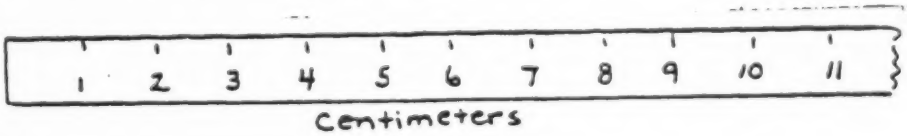


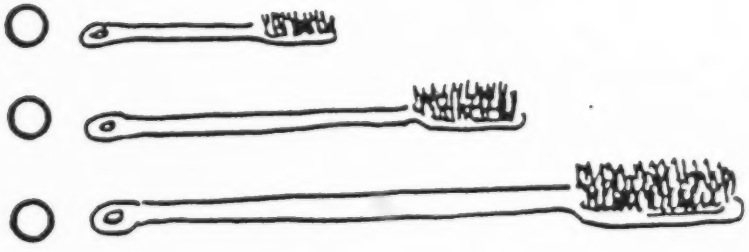
3. Which pencil is 4 centimeters long?





4. Which toothbrush is 6 centimeters long?





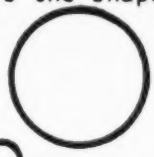
STOP

MASTERY 7/8	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD	N	The student will identify geometric figures and shapes.
SKILL	98	Identify a circle, square, rectangle, and triangle.
DIRECTIONS		Read the question. Mark your answer.

1. What is the shape below?

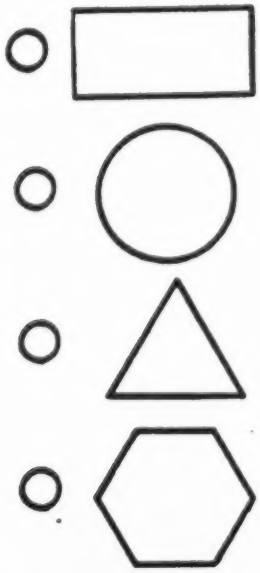


- square
- circle
- triangle
- rectangle

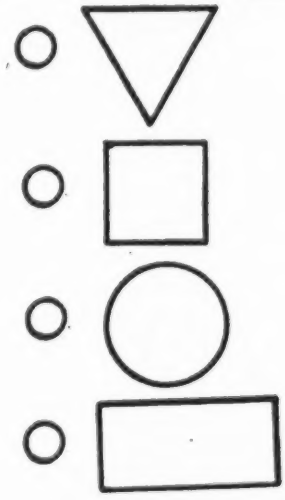
2. What is the shape below?

- rectangle
- square
- triangle
- circle

3. Which shape below is a rectangle?

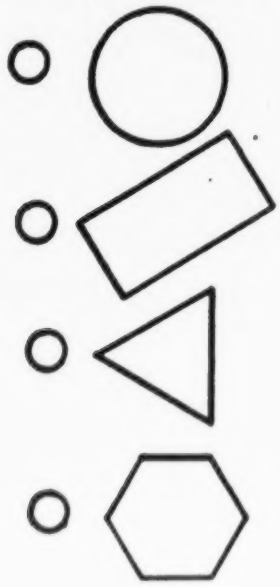


4. Which shape below is a circle?

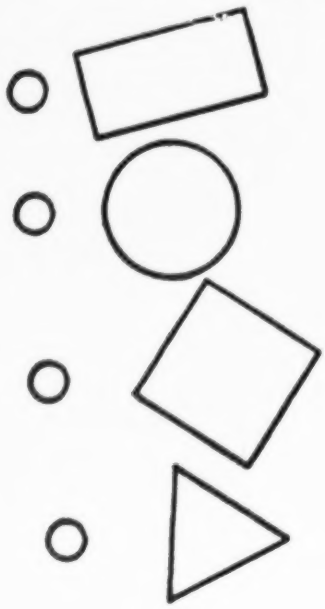


GO ON

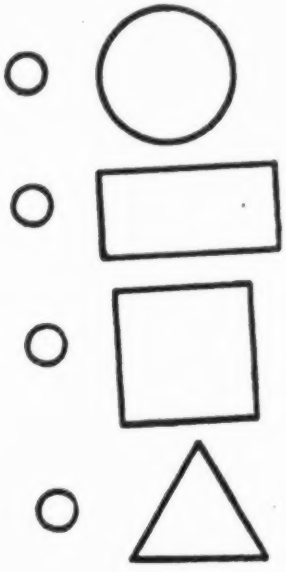
1. Which shape below is a rectangle?



6. Which shape below is a square?



7. Which shape below is a triangle?



8. What is the shape below?

- circle
- square
- rectangle
- triangle

STOP

MASTERY 12/14	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD Q: The student will solve real-world problems involving whole numbers.

SKILL 108: Solve real-world problems involving addition of two 1-digit or two 2-digit numbers, without regrouping.

DIRECTIONS: Read the story problem. Mark the answer.

1. Shirley had 13 marbles. Jan gave her 71 marbles. How many does she have now?
   - ○ 64 marbles
   - ○ 84 marbles
   - ○ 46 marbles
   - ○ 48 marbles

2. Charlie caught 15 fish. Steve caught 20 fish. How many fish did they catch in all?
   - ○ 53 fish
   - ○ 29 fish
   - ○ 35 fish
   - ○ 44 fish

3. Jan and Chris played a game. Jan scored 32 points. Chris scored 24 points. How many points did they score in all?
   - ○ 56 points
   - ○ 65 points
   - ○ 82 points
   - ○ 35 points

4. Jennifer won 14 games. Tom won 35 games. How many games did they win in all?
   - ○ 74 games
   - ○ 94 games
   - ○ 49 games
   - ○ 21 games

5. 73 old books were in the library. Mrs. Moulin bought 22 new books. How many does she have now?
   - ○ 51 books
   - ○ 59 books
   - ○ 95 books
   - ○ 25 books

6. Rick bought 24 ice cream cones. Eric bought 13 ice cream cones. How many do the boys have in all?
   - ○ 29 cones
   - ○ 73 cones
   - ○ 37 cones
   - ○ 11 cones

GO ON

7. Sarah got 13 pieces of candy. Marge got 81 pieces of candy. How many did they have altogether?
   - ○ 5 pieces
   - ○ 49 pieces
   - ○ 94 pieces
   - ○ 21 pieces

8. John had 14 papers to do. Mary had 5 to do. How many papers in all?
   - ○ 19 papers
   - ○ 18 papers
   - ○ 17 papers
   - ○ 16 papers

9. Tracy had 4 pencils. Lori had 7 pencils. How many pencils total?
   - ○ 3 pencils
   - ○ 11 pencils
   - ○ 21 pencils
   - ○ 10 pencils

10. Jason had 20 math books. Shelly had 21 math books. How many math books in all?
    - ○ 14 books
    - ○ 1 book
    - ○ 41 books
    - ○ 42 books

11. Mrs. Osborne has 14 games in her room. Mrs. Hof has 34 games in her room. How many games do they both have?
    - ○ 84 games
    - ○ 48 games
    - ○ 14 games
    - ○ 18 games

12. Mrs. Murphy has 23 wonderful children. Mrs. Hof has 26 great children. How many children do they have in their classes?
    - ○ 42 children
    - ○ 46 children
    - ○ 49 children
    - ○ 48 children

13. Sandra has 4 apples. Kenny has 3 apples. How many apples do Sandra and Kenny have?
    - ○ 1 apple
    - ○ 6 apples
    - ○ 7 apples
    - ○ 8 apples

14. Betty had 32 rabbits. A friend gave her 25 more rabbits. How many rabbits does Betty have now?
    - ○ 7 rabbits
    - ○ 13 rabbits
    - ○ 57 rabbits
    - ○ 58 rabbits

STOP

MASTERY 10/12	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD Q: The student will solve real-world problems involving whole numbers.

SKILL 109: Solve real-world problems involving subtraction of two 1-digit or two 2-digit numbers, without regrouping.

DIRECTIONS: Read the story problem. Mark the answer.

SAMPLES:

There were 7 birds sitting in a tree. Then 3 of the birds flew away. How many birds were left in the tree?

- ○ 10 birds
- ○ 5 birds
- ○ 4 birds
- ○ 3 birds

46 children are in a room. 21 of the children are boys. How many girls are in the room?

- ○ 24 girls
- ○ 25 girls
- ○ 45 girls
- ○ 67 girls

1. Mr. Adams planted 9 orange trees, but 3 of them died. How many did not die?
   - ○ 9 trees
   - ○ 6 trees
   - ○ 3 trees
   - ○ 12 trees

2. Bob bought a pad of paper for 36 cents and a pencil for 12 cents. How much more did the paper cost.
   - ○ 28 cents
   - ○ 48 cents
   - ○ 24 cents
   - ○ 14 cents

3. Tim weighs 55 pounds. John weights 41 pounds. How much more does Tim weigh than John?
   - ○ 96 pounds
   - ○ 94 pounds
   - ○ 14 pounds
   - ○ 4 pounds

4. Larry has 18 baseballs. Dick has 11 baseballs. How many more baseballs does Larry have?
   - ○ 7 baseballs
   - ○ 17 baseballs
   - ○ 27 baseballs
   - ○ 29 baseballs

GO ON

5. Sue went to the circus. She took 9 rides. Howard took 5 rides. How many more rides did Sue take?

- ○ 14 rides
- ○ 7 rides
- ○ 4 rides
- ○ 6 rides

6. Ron bought 10 tickets for rides. He used 3 of them at the roller coaster. How many tickets did he have left?

- ○ 7 tickets
- ○ 13 tickets
- ○ 9 tickets
- ○ 5 tickets

7. A clown had 8 balloons. Mark bought 2 of them. How many balloons did the clown have left?

- ○ 10 balloons
- ○ 12 balloons
- ○ 6 balloons
- ○ 5 balloons

8. Sarah shot at 10 targets. She hit 7 of them. How many targets did she miss?

- ○ 3 targets
- ○ 17 targets
- ○ 4 targets
- ○ 12 targets

9. Robin bought 8 ribbons. She had 14 cats. How many more ribbons does she need for her cats?

- ○ 12 ribbons
- ○ 7 ribbons
- ○ 9 ribbons
- ○ 6 ribbons

10. Kim had 13 rabbits and 9 cages. How many more cages does she need?

- ○ 4 cages
- ○ 22 cages
- ○ 6 cages
- ○ 10 cages

11. Kip had 14 dogs. 9 ran away. How many dogs are left?

- ○ 23 dogs
- ○ 6 dogs
- ○ 8 dogs
- ○ 5 dogs

12. Jane has 15 horses. Paul has 8. How many more horses does Jane have than Paul?

- ○ 7 horses
- ○ 23 horses
- ○ 8 horses
- ○ 13 horses

STOP

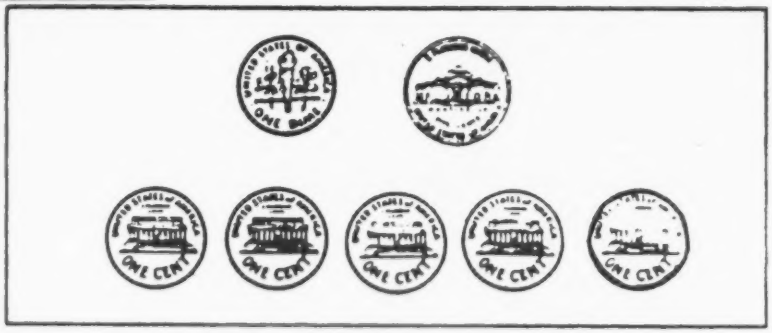
MASTERY 1/1	STUDENT SCORE

144

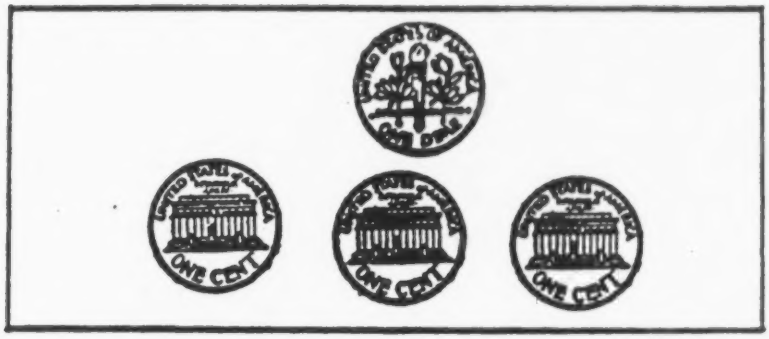
NAME _____ DATE _____ GRADE _____

STANDARD	S	The student will solve money problems.
SKILL	122	Identify a set of coins equivalent in value to a given set of coins with the value not to exceed 25¢.
DIRECTIONS		Count the money in the box above. Choose the same amount below.

SAMPLE:



1. Count the money in the box above. Choose the same amount of money below.



3. Count the money in the box above. Choose the same amount of money below.

MASTERY 12/13	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD S: The student will solve money problems.

SKILL 123: Use addition, without regrouping, to solve real-world problems involving two purchases totaling no more than 50¢.

DIRECTIONS: Read the story problem. Mark the answer.

SAMPLE:

Bob buys an apple for 15¢. He buys a bag of peanuts for 20¢. How much does Bob spend in all?

- ○ 45¢
- ○ 35¢
- ○ 30¢
- ○ 5¢

1. Mary buys some bubblegum for 25¢. She buys a sucker for 20¢. How much does Mary spend in all?
   - ○ 5¢
   - ○ 35¢
   - ○ 45¢
   - ○ 50¢

2. The teacher buys an ice cream cone for 35¢ and nuts are 10¢ extra. How much did she pay?
   - ○ 35¢
   - ○ 45¢
   - ○ 25¢
   - ○ 50¢

3. Ted buys a pear for 16¢. He buys a bag of peanuts for 22¢. How much does Ted spend in all?
   - ○ 45¢
   - ○ 38¢
   - ○ 30¢
   - ○ 5¢

4. Pam buys a candy bar for 25¢. She buys a sucker for 10¢. How much does Pam spend in all?
   - ○ 5¢
   - ○ 35¢
   - ○ 45¢
   - ○ 50¢

5. The teacher buys stickers for 25¢ and pencils for 23¢. How much did she pay?
   - ○ 35¢
   - ○ 48¢
   - ○ 25¢
   - ○ 50¢

GO ON

6. Mike bought a hat for 35¢ and a comb for 12¢. How much did he spend?
   - ○ 48¢
   - ○ 35¢
   - ○ 63¢
   - ○ 47¢

7. Mary bought a comb for 12¢ and a ball for 37¢. How much did she spend?
   - ○ 29¢
   - ○ 36¢
   - ○ 49¢
   - ○ 93¢

8. If you buy a puzzle for 30¢ and a pencil for 13¢. how much money will you need?
   - ○ 45¢
   - ○ 43¢
   - ○ 66¢
   - ○ 55¢

9. Bill got a hamburger for 41¢ and fries for 8¢. How much did his lunch cost?
   - ○ 49¢
   - ○ 11¢
   - ○ 41¢
   - ○ 77¢

10. Sue wants a box of crayons that cost 11¢ and a ball that cost 38¢. How much money does she need?
    - ○ 50¢
    - ○ 38¢
    - ○ 26¢
    - ○ 49¢

11. If you buy an apple for 12¢ and a carton of milk for 25¢, how much money do you need?
    - ○ 49¢
    - ○ 37¢
    - ○ 76¢
    - ○ 36¢

12. Karen wanted a popsicle that costs 29¢ and a pretzel that costs 20¢. How much money does she need?
    - ○ 94¢
    - ○ 36¢
    - ○ 47¢
    - ○ 49¢

13. Lucy bought a sandwich for 32¢ and a can of soda for 15¢. How much money did she spend?
    - ○ 50¢
    - ○ 47¢
    - ○ 75¢
    - ○ 51¢

STOP

MASTERY 12/14	STUDENT SCORE

NAME _____ DATE _____ GRADE _____

STANDARD S The student will solve money problems.

SKILL 124 Use subtraction without regrouping to solve real-world problems involving no more than 50¢.

DIRECTIONS Read the story problem. Mark your answer.

1. Your mother gave you 50¢. You spent 20¢ at the pay phone. How much do you have left?
   - ○ 30¢
   - ○ 20¢
   - ○ 50¢
   - ○ 25¢

2. If Allen spent 30¢ of the 40¢ his mother gave him, how much money would he have left?
   - ○ 75¢
   - ○ 10¢
   - ○ 5¢
   - ○ 25¢

3. Curt had 48¢. He got a pop that costs 25¢. How much money would he have left?
   - ○ 25¢
   - ○ 73¢
   - ○ 23¢
   - ○ 50¢

4. If you had 45¢ in your pocket and bought a sweet roll for 25¢, how much money would you have left?
   - ○ 10¢
   - ○ 20¢
   - ○ 25¢
   - ○ 60¢

5. Brenda wanted a doll that costs 39¢. She has 29¢. How much more money does she need?
   - ○ 10¢
   - ○ 5¢
   - ○ 68¢
   - ○ 20¢

6. Lynn had 26¢. She spent 20¢ for bubble gum. How much money does she have left?
   - ○ 46¢
   - ○ 6¢
   - ○ 8¢
   - ○ 25¢

GO ON

7. Rita has 22¢. She wants a book that costs 47¢. How much more money does she need?

- ○ 69¢
- ○ 74¢
- ○ 25¢
- ○ 26¢

8. Jake earned 35¢. How much more does he need to buy a 46¢ ice cream cone?

- ○ 81¢
- ○ 64¢
- ○ 12¢
- ○ 11¢

9. Farrah had 50¢. She spent 40¢ for a Brownie badge. How much money does she have left?

- ○ 90¢
- ○ 20¢
- ○ 10¢
- ○ 5¢

10. Sally had 43¢. She bought the duck's food at the zoo for 31¢. How much money does she have left?

- ○ 74¢
- ○ 22¢
- ○ 34¢
- ○ 12¢

11. Tony wants a sticker that costs 48¢. He only has 15¢. How much more money does he need?

- ○ 33¢
- ○ 84¢
- ○ 63¢
- ○ 34¢

12. William needs 36¢ for a bike part. He has 24¢. How much more money does he need to buy the part?

- ○ 60¢
- ○ 12¢
- ○ 63¢
- ○ 13¢

13. Abe had 36¢. He gave 25¢ to a scout collection. How much more money does he have left?

- ○ 11¢
- ○ 61¢
- ○ 63¢
- ○ 10¢

14. Kim wanted pop beads that cost 47¢. She had 45¢. How much more money does she need?

- ○ 92¢
- ○ 74¢
- ○ 2¢
- ○ 5¢